

<u>Policy Title</u>	NCG Teaching, Learning and Assessment Policy	
<u>Policy Category</u>	Compliant	
<u>Owner</u>	Adrian Pegg – Assistant Director Quality (TLA)	
<u>Group Executive Lead</u>	Steve Wallis – Executive Director, Quality	
<u>Date Written</u>	August 2019	
<u>Considered By</u>	Executive and QA Leads	
<u>Approved By</u>	Executive Board	
<u>Date Approved</u>	September 2019	
<u>Equality Impact Assessment</u>	The implementation of this policy is not considered to have a negative impact on protected characteristics	
<u>Freedom of Information</u>	This document will be publically available through the Groups Publication Scheme.	
<u>Review Date</u>	September 2021	
<u>Policy Summary</u>	This policy identifies the required characteristics of all teaching, learning and assessment at NCG. It forms a non-negotiable expectation, through which the Group sets-out what is required of a successful teacher within NCG. The policy sets out the framework for the evaluation of teaching and learning and aligns the NCG core principles with national standards for teaching and education.	
<u>Applicability of Policy</u>	<u>Consultation Undertaken</u>	<u>Applicable To</u>
Carlisle College	Yes	Yes
Group Services	Yes	Yes
Intraining	Yes	Yes
Kidderminster College	Yes	Yes
Lewisham College	Yes	Yes
Newcastle College	Yes	Yes
Newcastle Sixth Form College	Yes	Yes
Rathbone Training	Yes	Yes
Southwark College	Yes	Yes
West Lancashire College	Yes	Yes
<u>Changes to Earlier Versions</u>		
<u>Previous Approval Date</u>	<u>Summarise Changes Made Here</u>	
20th September 2018	Update to new policy format. The 12 TLA Keys changed and/or included the word indicators. Separation of Lewisham and Southwark College in the implementation of the policy to individual colleges.	
<u>Linked Documents</u>		
<u>Document Title</u>	<u>Relevance</u>	
NCG Malpractice Policy	Applies to all staff that have a teaching, learning or assessment role or are involved in the associated supporting services.	
NCG Unified Tutorial, Progress and Attainment Policy	It is the responsibility of Divisional leaders to ensure that a designated course lead/tutor is appointed to manage the learner journey for a defined course(s) or programme.	
Disclosure Policy		

1. Scope and Purpose of Policy

This policy identifies the required characteristics of all teaching, learning and assessment at NCG. It forms a non-negotiable expectation, through which the Group sets-out what is required of a successful teacher within NCG. The policy sets out the framework for the evaluation of teaching and learning and aligns the NCG core principles with national standards for teaching and education.

2. Definition

The term **learner** is used in its widest sense and includes all learners, whether 16-18 study programme, high needs, apprenticeships, adults education or higher education students.

The term **teacher** is used to describe all teaching and training staff, including teachers, lecturers, instructors, trainers, learning support practitioners and coaches.

Divisional Head relates to the College Principals and Managing Director of Rathbone/Intraining.

The **12 TLA (Indicators) Principles** are defined and amplified in 6.

3. Implementation

The 12 TLA Principles, or 12 Indicators for branding purposes, will be mandated across the Group and adopted locally into divisional procedures that reflect the intent of this single policy scheme. Whilst a degree of local variation is expected, due to the balance and nature of provision in each division, Divisional Heads and their leadership teams will ensure alignment through consistent professional development, communication and objective setting. Variation from this standard will be subject to approval by the Director of Group Quality and Continuous Improvement. This policy may be implemented through procedures, a teaching 'handbook', or by referencing this policy directly. The branding to describe the policy and the 12 Indicators will be Great Place to Teach.

@Carlisle College the Great Place to Teach brand is adopted through the Carlisle College Teaching, Learning and Assessment Evaluation Procedure.

@ Intraining and Rathbone the Great Place to Teach brand is adopted through the Intraining & Rathbone Lesson Observation and Learner Walks Procedure.

@ Kidderminster College the Great Place to Teach brand is adopted through the Kidderminster College Evaluation of Teaching, Learning and Assessment Procedure.

@Lewisham the Great Place to Teach brand is adopted through the Learning Experience Policy (Teaching and Learning).

@Newcastle College the Great Place to Teach brand is adopted through the Newcastle College Teaching, Learning and Assessment Procedure.

@Newcastle Sixth Form College the Great Place to Teach brand is adopted through the NSFC Teaching, Learning and Assessment Evaluation Procedure.

@ Southwark College the Great Place to Teach brand is adopted through the Learning Experience Policy (Teaching and Learning).@ West Lancashire College the Great Place to Teach brand is adopted through the WLC Evaluation of Teaching, Learning and Assessment Procedure.

4. Planning and Delivery

Through this policy, the 12 key TLA principles (12 naturally occurring indicators) are required to be evident in the planning and delivery of all teaching and learning - all day, every day; and by achieving this consistency, the Group will ensure that the teaching and *learning* can truly *unlock the potential* of the Group's learners.

Teachers will be deemed to be most successful when their learners can demonstrate progress that exceeds the expectations of the syllabus or qualification specification. For graded provision, this may be working to and attaining challenging targets based on reliable national data, ALPS for example; for vocational subjects this may be through the demonstrable acquisition of skills of knowledge that exceed the specification requirements of their course or qualification. Fundamentally, all stakeholders (e.g. teachers, trainers, assessors, parents, carers, employers) should readily understand the pace of learner progress and how it will prepare the learner for their respective next steps.

5. The Evaluation of Teaching, Learning and Assessment [ETLA] and the Teacher Development Plan (TAP)

Whilst the approach to ETLA will vary across the divisions, it must critically evaluate delivery to the 12 TLA principles. Divisional approaches and procedures must be agreed with the Group Director for Quality and

Continuous Improvement for consistency with this single policy. Furthermore, it should be risk based and provide assurance to ensure that the following learner groups are fully evaluated:

- Learner groups with newly qualified teachers
- Learner groups with a new teacher to the division and/or sector
- Learner group that have been historically unsuccessful in attainment and/or securing positive destinations (extending to attendance, retention and progress measures)
- Learner groups whose teacher has not been evaluated for two years or more
- Learner groups that have historically made/been subject to founded complaints or accusations associated with teacher/team/division competency or disciplinary measures

The Group's teachers should welcome the evaluation of teaching, learning and assessment to confirm that they are meeting the requirements of this policy and in doing so, develop and align their professional skills with the expectations of the Group. The approach to ETLA, through local procedures, remains a decision for senior managers and their senior leadership teams, but the chosen method must critically evaluate the delivery against this single policy and the 12 TLA principles.

In doing so, the evaluation of teaching, learning and assessment will focus heavily on the quality of practice that results in the acquisition of demonstrable skills and knowledge. It should not be limited to a cursory observation of practice; the process must include wider evaluation including the extent to which planning and delivery is typical, an evaluation of learner work and in speaking to learners about the experience (learner voice). These three elements must be explicit in divisional policy as a minimum expectation, as they will underpin impact assessment of professional development, against the 12 principles. The intention is to provide a balanced and fair appraisal of the typical teaching, learning and assessment practice over time, rather than a quick snapshot, that may, or may not be typical.

1. Formal observation of teaching, learning and assessment
2. Learner voice (and employer voice for apprenticeships)
3. An evaluation of learner work (book scrutiny) and teacher preparation (curriculum scrutiny) – extending to exercise books, learner files, use of information learning technology (ILT) and virtual learning environments (VLE), product of work and portfolio work (as required)

Feedback to the teacher, based on the items above, must be explicitly referenced to the 12 TLA principles and will be recorded formally; staff

making the evaluation must be suitably qualified and experienced, and ensure that an adequate provision of time is made to engage in professional dialogue with the teacher and with the learner group during the evaluation.

Annual training and moderation will be organised by Group QA to ensure that the evaluating members of staff work toward a consistent standard. A central register of evaluating members of staff will be held centrally.

All teachers will engage in professional dialogue to determine their relative strengths and areas for further improvement. Whilst the nature of this discussion will vary, it will be uniformly recorded on an agreed format within the division and Group.

As a result of both the ETLA, and the resultant professional development plan¹, teachers can expect to receive b training and support, delivered in bite size CPD sessions either internally (within the division) or externally (from specialists) based on an identified need. The professional dialogue will also seek to establish Group Champions – teachers who are confident and capable in delivering sessions linked explicitly to the 12 TLA (Indicators) principles.

The process is summarised below and at the teacher-level can be described as one of development-support, not of punitive-compliance. In valuing our people, the Group will seek to improve the teaching, learning and assessment by investing time and energy in our teachers.



¹ Please note the development plan is termed a ‘teacher action plan’ at Lewisham and Southwark College.

Local board members should be assured with the alignment, rigour and impact of the CPD and ETLA against the 12 TLA (Indicators) principles, which will be further reinforced by the Group Quality and Continuous Improvement team.

6. The 12 TLA Indicators (...to unlock potential through learning)

– a set of principles for all teaching and training staff at NCG – *italic detail is indicative of the coverage:*

1. **Purpose** - *all sessions will have a clear purpose that is articulated to the learners – this will include the success criteria in the context of the session and the steps required to exceed the specification standard (stretch target).*
2. **Assessment for Learning** - *all sessions will begin with an evaluation of existing skills and/or knowledge – this may be an exercise or activity, it may be questioning – but it must relate to, and be based on, prior skills and knowledge gained, whilst providing for stretch and challenge; the assessment process will then be continued throughout the session to appropriately gauge learner progress and respond through additional teaching, training and assessment as required.*
3. **Readiness** – *all sessions must ensure that teachers and their learners are appropriately prepared and are ready to participate; high risk practical sessions should always start with a check of PPE, risks and hazards; teachers will set a positive example through their own readiness and standards.*
4. **Individualisation** - *all teachers must understand the learners' relative starting points which will be dependent on their entry skills and knowledge and how far they have progressed through the planned learning – this will underpin the entire process of lesson planning, whilst concurrently ensuring an equitable and diverse approach to practice.*
5. **Planning** - *planning must be sufficient to ensure that learning and assessment is always purposeful and that learners have the opportunity to learn in a variety of ways; planning should draw on excellent subject knowledge and take into account opportunities to integrate wider themes such as British and Group values and learner personal growth by promoting independence and curiosity, English and maths, equalities and respect.*
6. **Managing Learning** – *NCG teachers must be able to manage the delivery and learning process through skilful classroom management, modelling and technology where appropriate; they should be mindful in their planning*

of the common stimuli that influence learner engagement (i.e. emotional, behavioural, cognitive factors) and make suitable adjustments where necessary.

- 7. **English and maths** - all NCG teachers are also teachers of English and mathematics, and should therefore plan to actively develop and consolidate English and maths knowledge or skills and seek opportunities to develop learner understanding wherever possible and reasonable.*
- 8. **Questioning** - questioning must take into account learners' starting points and will be used effectively to develop, deepen and check learning and understanding; questioning must be both frequent and reaching in NCG learning sessions.*
- 9. **Pace** - NCG teachers will maintain a suitable pace by providing clear, explicit instruction and by moving briskly through planned theory and practical activity and exercise work (where applicable); if the guided content is covered, NCG teachers encourage their learners to consolidate their knowledge and skills and then move on to something new; Learner centred activity must have a clear purpose, timescale for completion and success criteria.*
- 10. **Adding Value**- all sessions must add demonstrable value – this generally will include an element of consolidation, however it will always contain the delivery of skills and knowledge; learners should be encouraged to be curious and independent learners. HE students should be encouraged to engage in meaningful collaboration between staff and students in programme design, content and delivery, adopting the concept 'Student as Producer', which seeks to recognise outputs of student research as a valued activity within an inclusive academic community.*
- 11. **Feedback** - all learners should expect and receive prompt and useful feedback, so that they understand if they have met or exceeded the success criteria and/or what they need to do to improve further – learners should be able to confirm that they understand what this means to them, and what they will do as a result; teachers will monitor the impact of their feedback;*
- 12. **Progress** - learners should be able to 'showcase' or 'demonstrate' new skills or knowledge throughout their planned learning – if not, then the teacher should reflect and improve the planning and delivery accordingly. The very best teachers will engage their learners with opportunities that challenge their new knowledge and skills – such as challenging work placement, aspirational higher education applications, skills competitions, additional work, higher level thinking, research and scholarship in their chosen subject, vocation or discipline.*

7. Accountability and Compliance

Divisional accountability for ensuring all teachers, managers and local procedures are aligned to this policy rests with the Divisional Head; local board members will seek assurance that the policy is adequately embedded and is impactful.

Collective responsibility rests with staff at all levels – specifically the senior leadership team, operational management team and all staff with a teaching or training role within the organisation.

Assurance measurement and testing will be based on the Annual Group QA Risk Assessment and will take the form of desk and field-based review of practice set out in the Annual QA Plan. This activity will be consistent with the approach herein and will extend to observations of teaching, learning and assessment (following local procedures); student and staff forums, the review of learner work and curriculum scrutiny of external (awarding organisation) and internal quality review. The work will be conducted with the full participation of local managers, the single aim of improving the provision and by extension the learner experience at NCG.

The Annual Group QA Risk Assessment will be finalised and communicated by November and completed by June the same academic year.

8. Alignment with Professional Standards for Teachers and the UK Professional Standards Framework for teaching and supporting HE

The 12 TLA (Indicators) principles seek to simplify and combine existing and complementary standards currently used by many teaching professionals across the Group.

For colleagues working toward the existing ETF, DfE or UKPSF standards, the 12 TLA principles may offer nothing new, other than assurance that Group expectations are in line with professional teaching and learning expectations. The design of the 12 TLA principles is aiming to provide a degree of consistency across NCG, in both the design of continuous professional development, the integration of our values and the underpinning focus for evaluation of teaching and learning, mentorship, support and coaching (where applicable).

NCG Teachers are encouraged to attain Qualified Teaching and Learning Status (QTLS) and Advanced Teacher Status (ATS) with the Institute for Education and Training, or equivalent professional body – those staff who attain and maintain their ATS can demonstrate adherence to the 12 TLA Principles through their professional updating, rather than divisional ETLA.

These teachers however will still be expected to participate in professional dialogue and objective setting; the Group would welcome the participation of these teachers in delivering CPD aligned to the 12 TLA Principles.

For clarity, the DFE Teachers' Standards, ETF Professional Standards and UK Professional Standards Framework (UKPSF) are mapped in Annex A. The table in Annex A represents a 'best fit', rather than a direct reference – this reflects a slightly different focus for each set of professional indicators.

Department for Education (DFE) Teachers' Standards can be viewed in full [here](#):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Education and Training Foundation (ETF) professional teaching standards can be viewed in full [here](#):

<http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

[UK Professional Standards Framework \(UKPSF\) for teaching and supporting learning in HE can be viewed here:](#)

<https://www.heacademy.ac.uk/ukpsf>

9. Linked Policies

- NCG Single Safeguarding Policy
- NCG Attendance Management
- NCG HE Assessment Policy

10. Linked Procedures

- NCG Research and Scholarly Activity Framework
- NCG HE Assessment Framework
- NCG HE Training and Development Framework
- NCG HE Partnership Strategy

11. Equal Opportunities Statement

An Equality Impact Assessment will be completed by each Division. This policy may be subject to review following Equality Impact Assessment by the Divisions.



12. Location and Access to the Policy

- NCG Intranet: Group Services: Group Policies and Procedures
- NCG Website: Media Centre: Guide to Information: Our policies & procedures

13. Person Responsible for the Policy

NCG – Executive Director of Quality



Annex A – Standards Map against 12 NCG TLA Principles

NCG	DFE	ETF	UKPSF
1. Purpose - all sessions will have a clear purpose, that is articulated to the learners – this will include the success criteria in the context of the session and the steps required to exceed the basic standard (stretch target)	Set high expectations which inspire, motivate and challenge pupils	Reflect on what works best in your teaching and learning to meet the diverse needs of learners.	Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
2. Assessment for Learning - all sessions will begin with an evaluation of existing skills and/or knowledge – this may be an exercise or activity, it may be questioning – but it must relate to, and be based on prior skills and knowledge gained, whilst allowing for stretch and challenge	Make accurate and productive use of assessment	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme (K2) Respect individual learners and diverse learning communities (V1) Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)
3. Readiness - all sessions must ensure that learners are appropriately prepared and are ready to participate; high risk practical sessions should always start with a check of PPE, risks and hazards; teachers will set an example through their own readiness and standards	Plan and teach well-structured lessons Adapt teaching to respond to the strengths and needs of all pupils		
4. Individualisation - all teachers must understand the learners' relative starting points which will be dependent on how far they have progressed through the learning plan – this will underpin the entire process of lesson planning, whilst concurrently ensuring an equitable and diverse approach to delivery	Adapt teaching to respond to the strengths and needs of all pupils	Value and promote social and cultural diversity, equality of opportunity and inclusion. Promote the benefits of technology and support learners in its use. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.	Respect individual learners and diverse learning communities (V1) Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme (K2) How students learn, both generally, and within their subject/ disciplinary area(s)(K3) The use and value of appropriate learning technologies(K4) Methods for evaluating the effectiveness of teaching(K5) The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching (K6)



<p>5. Planning - planning must be sufficient to ensure that learning and assessment is always purposeful and that learners have the opportunity to learn in a variety of ways; planning should draw on excellent subject knowledge and take into account opportunities to integrate wider themes such as British and Group values, learner growth by promoting independence and curiosity, English and maths, equalities and respect</p>	<p>Plan and teach well-structured lessons</p>	<p>Be creative and innovative in selecting and adapting strategies to help learners to learn.</p> <p>Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.</p>	<p>Develop effective learning environments and approaches to student support and guidance (A4)</p> <p>Promote participation in higher education and equality of opportunity for learners (V2)</p>
<p>6. Managing Learning – NCG teachers must be able to manage the delivery and learning process through good classroom management, modelling and technology where appropriate; they should be mindful in their planning of the common stimuli that influence engagement (i.e. emotional, behavioural, cognitive factors)</p>	<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>Maintain and update knowledge of your subject and/or vocational area.</p> <p>Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.</p> <p>Manage and promote positive learner behaviour</p>	<p>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)</p>
<p>7. English and maths - all NCG teachers are also teachers of English and mathematics, and should be plan to actively develop and consolidate English and maths knowledge or skills and seek opportunities to develop learner understanding wherever possible</p>	<p>Plan and teach well-structured lessons</p>	<p>Be creative and innovative in selecting and adapting strategies to help learners to learn.</p> <p>Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.</p>	<p>Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings</p>
<p>8. Questioning must take into account learners starting points and will be used effectively to develop, deepen and check learning and understanding</p>	<p>Make accurate and productive use of assessment</p>	<p>Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.</p>	<p>Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings</p>
<p>9. Pace - NCG teachers will maintain a suitable pace by providing clear, explicit instruction and by moving briskly through planned theory and practical activity and exercise work (where applicable); if the guided content is covered, NCG teachers encourage their learners to consolidate their knowledge and skills and then move on to something new</p>	<p>Demonstrate good subject and curriculum knowledge</p> <p>Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.</p> <p>Understand the teaching and professional role and motivate and inspire learners to promote achievement and develop their skills to enable progression.</p>	<p>Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings</p>
<p>10. Adding Value - all sessions must add demonstrable value – this generally will include an element of consolidation, however it will always contain the delivery of skills and knowledge; learners should be encouraged to be independent learners. HE students should be encouraged to engage in meaningful collaboration between staff and students in programme design, content and deliver adopting</p>	<p>Demonstrate good subject and curriculum knowledge</p> <p>Plan and teach well-structured lessons</p>	<p>Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.</p> <p>Understand the teaching and professional role and motivate and inspire learners to promote achievement</p>	<p>Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings</p>



<p>the concept 'Student as Producer' which recognises outputs of student research as a valued activity within an inclusive academic community</p>	<p>Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>and develop their skills to enable progression.</p>	
<p>11. Feedback - all learners should expect and receive prompt and useful feedback, so that they understand if they have met or exceeded the success criteria and/or what they need to do to improve further – learners should be able to confirm that they understand what this means to them and what they will do as a result; teachers will monitor the impact of their feedback</p>	<p>Adapt teaching to respond to the strengths and needs of all pupils</p> <p>Promote good progress and outcomes by pupils</p>	<p>Build positive and collaborative relationships with colleagues and learners.</p> <p>Evaluate your practice with others and assess its impact on learning.</p> <p>Motivate and inspire learners to promote achievement and develop their skills to enable progression.</p>	<p>Methods for evaluating the effectiveness of teaching (K5)</p>
<p>12. Progress - learners should be able to 'showcase' or 'demonstrate' new skills or knowledge by the end of their planned learning – if not, then the teacher should reflect and improve the planning and delivery accordingly. The very best teachers will engage their learners with opportunities that challenge their new knowledge and skills – such as aspirational UCAS applications, skills competitions, additional work, higher level thinking or work placement</p>	<p>Promote good progress and outcomes by pupils</p>	<p>Evaluate and challenge your practice, values and beliefs.</p> <p>Evaluate your practice with others and assess its impact on learning.</p> <p>Understand the teaching and professional role and motivate and inspire learners to promote achievement and develop their skills to enable progression.</p> <p>Motivate and inspire learners to promote achievement and develop their skills to enable progression.</p>	<p>Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme (K2)</p> <p>Methods for evaluating the effectiveness of teaching (K5)</p> <p>Develop effective learning environments and approaches to student support and guidance (A4)</p> <p>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)</p>
<p>Ownership</p>	<p>Fulfil wider professional responsibilities</p>	<p>Build positive and collaborative relationships with colleagues and learners.</p> <p>Maintain and update your knowledge of educational research to develop evidence-based practice.</p>	<p>Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities</p> <p>Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development(V3)</p> <p>Acknowledge the wider context in which higher education operates recognising the implications for professional practice (V4)</p>



<p><i>Ownership; Valuing our People; Open and Honest</i></p>	<p><i>Personal and professional conduct</i></p>	<p><i>Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.</i></p> <p><i>Contribute to organisational development and quality improvement through collaboration with others.</i></p>	<p><i>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)</i></p> <p><i>Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)</i></p>
--	---	--	---