**Programme Specification**

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| **Awarding Institution:** | University of Bolton |
| **Teaching Institution:** | Bradford College |
| **Division and/or School/Institute:** | Education and Community DivisionSchool of Education, Professional Development and Sport |
| **Professional accreditation** | Professional body | Professional body URL | Status of graduates |
| The Education & Training Foundation | <https://www.et-foundation.co.uk/> | Qualified teacher of ESOL and literacy |
| **Final award(s):** | Diploma in Teaching ESOL and Literacy (Level 5) |
| **Exit or Fallback award(s)** | N/A |
| **Programme title(s)** | Diploma in Teaching ESOL and Literacy (Level 5) |
| **JACS Code** | X150 Training Teachers – Adult Education |
| **University Course Code(s)** | TBC |
| **QAA Benchmark Statement(s)** | N/A |
| **Other internal and external reference points** | Professional Standards for Further Education Teachers and Trainers (ETF) |
| **Language of study** | English |
| **Mode of study and normal period of study** | Part-time: 9 months |
| **Admissions criteria** | * Minimum level 3 qualification in English (level 3 literacy bridging courses are acceptable)
* A full teaching qualification
* Currently teaching ESOL and/or literacy at level 2 or below. Able to demonstrate 75 teaching hours during the duration of the programme.
* Good standard of written and spoken English assessed by interview and initial assessment
* Access to suitable specialist mentors during the programme
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| **Additional admissions matters** | Candidates will be asked to complete an assessment of their writing to assess readiness for study at Level 5 and potential support needs. Evidence of current DBS.  |
| **Fitness to practise declaration** | ‘Fit to practise’ means you have the skills, knowledge and character needed to practise your profession safely and effectively. Fitness to practise is not just about professional performance but includes conduct which may affect public protection, confidence in the profession or the regulatory process. This may include conduct in your personal life. In the first instance we assess your fitness to practice through the interview process, DBS and health check. Once you are on the programme your fitness to practice will be assessed in many different ways and targets for your further development will be set. If your fitness to practice is called into question your teaching team will follow a process. |
| **Aims of the programme** |
|  *The principal aims of the programme are to:** Provide a recognised teaching qualification which enables trainees to work effectively in the Education and Training sector
* Develop an understanding of concepts and theories underpinning literacy and ESOL learning and enable you to relate this understanding to your practice and context.
* Prepare you for career development and to further enhance their employability by undergoing work-based experience, assessment and development.
* Promote reflective practice on your professional role, responsibilities and values as a literacy and ESOL teacher or trainer.
* Develop the academic and research skills required for study at Degree Level.
* Achieve the teaching standards, including developing personal skills in literacy and ICT.
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| **Distinctive features of the programme**  |
| * Learners on these courses are described as trainees. This helps distinguish new teachers on these courses and their students and emphasises the development of the professional practice of teaching.
* These courses provide an efficient and effective training and education for those who wish to be ESOL and literacy teachers and those who have started teaching. They provide focussed teaching and learning sessions at times that those with a teaching contract find accessible.
* The teaching team supports the development of both academic and teaching skills and works alongside a team of mentors which supports trainees in their workplace.
* Modelling of practice is a key feature of the programme and this ranges from the provision of individual tutorials, monitoring of teaching practice, target setting, constructive feedback and the use of technology to support teaching and learning.
* The modules of the course can be taken in any order, enabling two start dates in the year. This is important for recruitment by employers as they often require a specialist qualification be obtained as soon as possible.
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| **Programme learning outcomes**The programme will enable students to develop the knowledge and skills listed below.  |
| **K. Knowledge and understanding** On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of: |
| **K1**  | Concepts and issues underpinning and impacting on ESOL and literacy education in the Further Education Sector, informed by a range of literature and research. |
| **K2** | Language systems and current theories relating to language and literacy acquisition and factors that affect it. |
| **C. Cognitive, intellectual or thinking skills**On completion of the programme successful students will be able to demonstrate the ability to: |
| **C1** | Use coherent and supported argument to engage with issues in ESOL and literacy teaching and learning and relate these to the FE sector and own teaching context. |
| **C2** | Analyse how language varies and how this influences language use. |
| **P. Practical, professional or subject-specific skills**On completion of the programme successful students will be able to demonstrate the ability to: |
| **P1** | Demonstrate the achievement of the teaching standards for Teachers and Trainers in the Further Education and Training sector, through formulating and evaluating appropriate teaching and learning strategies for language and literacy learning, informed by relevant theoretical considerations. |
| **P2** | Determine professional goals and enhance employability by developing the skills to reflect on teaching practice. |
| **T. Transferable, key or personal skills**On completion of the programme successful students will be able to demonstrate the ability to: |
| **T1** | Analyse academic and teaching performance and create appropriate plans for improvement. |
| **T2** | Demonstrate the independent learning ability and skills required for continuing professional development. |
| **T3** | Use a range of technology appropriate to the education context and subject specialism. |
| **Programme structure**The modules will be taken in the time periods below with the period September to December used for teaching practice and observations.

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| **March to May** | **May to July** | **Dec to March** |
| ESOL, Literacy and the Learners  | ESOL and Literacy Learningand Teaching  | ESOL and Literacy Theories and Frameworks (20 Credits) |

**Placement and observations of teaching practice**The minimum 75 hours teaching placement is expected to be completed during the delivery of the three modules enabling the required developmental observations of teaching to occur. The 75 hours of teaching and the teaching practice observations should be completed and evidenced between the start and end dates of the course. The trainees are required to complete written reflections and action plans in response to both their own appraisal of practice and six observation reports compiled by course tutors (3 reports) and mentor (3 reports).Requirements* 75 hours teaching ESOL and literacy
* 6 satisfactory teaching observations – at least 2 ESOL and 2 in literacy
* Satisfactory evidence of meeting the teaching standards for FE

Evidence of at least 25 hours literacy teaching, 25 hours ESOL teaching and 25 hours in either. |
| **Module Code** | **Module title (Core Modules)** | **Core/Option (C/O)** | **Credits** | **Length (1, 2 or 3 periods)** |
|  | ESOL, Literacy and the Learners | Core  | 20 | 1 |
|  | ESOL and Literacy Theories and Frameworks | Core | 20 | 1 |
|  | ESOL and Literacy Learning and Teaching  | Core | 20 | 1 |
| **Learning and teaching strategies** |
| This programme provides focussed teaching and learning sessions at times that those in practice find accessible. The teaching team supports the development of both academic and teaching skills and works alongside a team of mentors who support trainees in their workplace. The programme aims to provide a range of opportunities both to engage trainees as learners and to model a range of practices that can be applied by trainees in their teaching. Sessions are interactive group experiences led by module tutors who demonstrate the application of theory to practice. These face-to-face sessions are supported by a range of technological tools and techniques. Tutors are facilitators and learning with and from peers enables trainees to practice a tutoring role and take responsibility for their own learning. Trainees are expected to do background reading at the appropriate level so teaching sessions can focus on the application and analysis of theory. Tutors enable trainees to draw on their experience to apply concepts and engage in reflective practice. Trainees will be encouraged to question the ‘taken for granted’ knowledge in their personal experience as both learners and teachers. Strategies include:* Interactive group sessions with module tutors
* Tutors modelling good practice
* Lectures
* VLE
* Teaching practice
* Observations of teaching and feedback from course tutors and mentors
* Peer observations
* Mentor support
* Micro teaching
* Peer support
* Reflection on teaching practice
* Application of theory to practice
* Written and verbal feedback from tutors
* Action planning
* Video
* Podcasts
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| **Learning activities (KIS entry)** |
| **Part Time – 9 months** |
| Scheduled learning and teaching activities  | **105 Hours** |
| Guided independent Study  | **365 Hours** |
| Placement  | **130 Hours (includes 75 hours of teaching)** |
| **Assessment strategy**  |
| Written work must be evidenced using a broad range of reading from a wide variety of appropriate academic sources. Trainees will be required to participate in research-led thinking and questioning and always apply theory to practice. This will enable them to evaluate such theory both in terms of its merits as an academic approach and on its usefulness in developing teaching practice. Reflection is a key element of the development academically and professionally.Trainees will be assessed and graded on their teaching practice in collaboration with mentors. This enables tracking of progress using OFSTED criteria. The impact of training on trainees and therefore on their students is carefully monitored. Trainees are required to apply theory to practice and to develop the ability to be critically reflective. The learning and demonstration of theories and concepts is at Undergraduate level and therefore requires some breadth and depth of reading appropriate research and academic texts. |
| **Assessment methods (KIS entry)** |
|  | **Part Time** |
| **Exams %** | **0%** |
| **Coursework %** | **64%** |
| **Practical %** | **36%** |
| **Assessment regulations** |
| Undergraduate Assessment regulations apply with the following variance:All modules must be passed and are not compensatable. In addition, where a module is assessed by more than one component, all components must be passes at a minimum of 40%  |
| **Grade bands and classifications** |
| Grade Description Below 40% Fail40% to 49% Pass50% to 59% Pass60% to 69% Pass70% plus Pass |
| **Role of external examiners** |
| External examining is an important, valued, skilled and useful peer review process. The process enables complex information about our students’ learning and their standards of achievement to be independently evaluated. From these contextualized evaluations, opinions and judgements are formed and impartial advice is provided to us, both to ensure that students are treated fairly and to enable teaching teams to understand their standards better and improve the quality of the education they provide. |
| **Support for student learning** |
| The programme adopts a range of strategies to support students and their learning. Academic and professional guidance is provided at programme level via individual tutorials and timetabled professional development sessions with module and personal tutors. Module and student handbooks and programme specific resources will be provided via a Virtual Learning Environment (Moodle). Academic writing skills can be supported by a dedicated member of staff by appointment. Students can also access the College’s Additional Learning Support provision if they are eligible under the Disabled Students’ Allowances scheme and the College provides a counselling service and careers information and guidance.Trainees will have access to specialist resources on Moodle which is also used as a discussion forum and for other interactive tools. The resources reflect those used in class but also include links to specific and related online resources, PDF texts and other relevant material. Tracking functionality allows the staff team to follow up non-use and the resources provided also enable a more efficient differentiated approach as support materials are provided as optional extension activities and readings. Some modules employ a more blended approach, have fewer face to face sessions and trainees create blogs which can form the basis of the assignment.E-mail is used extensively for notification purposes and the use of e-tools enhances teaching and learning at classroom level. This also models their use so you can then apply these skills in your own settings. The team also facilitate support networks (both peer to peer and tutor to student), provide support material and extension activities throughout the programme.All trainees will receive the support of a subject specialist mentor. The mentor should have a full teaching qualification and be an experienced teacher in the same subject area as the trainee. Mentors are asked to provide personal details to ensure they meet the requirements.  |
| **Methods for evaluating and enhancing the quality of learning opportunities** |
| * Module evaluations
* Annual quality monitoring through Programme Monitoring Reviews (Self Evaluation Document) and the Quality Improvement Planning (QIP) process
* School/student Councils
* Staff / student programme committees
* Partnership review and monitoring process
* Continuing Professional Development plan and appraisals for staff linking to the QIP
* Peer review / observations of teaching
* External Examiner reports
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| **Other sources of information** |
| Student Union <https://www.bradfordcollege.ac.uk/student-services/students-union> Student Portal <https://www.bradfordcollege.ac.uk/student-portal> External Examiner Reports https://[www.bolton.ac.uk/examreports](http://www.bolton.ac.uk/examreports)Services for Students <https://www.bradfordcollege.ac.uk/student-services> Career Advice and Guidance <https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice>  |
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**Learning Outcomes Map** *(D – Developed; T – Taught; A – Assessed)*

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| **Module title** | **Module****Code** | **Status****C/O** | **K1** | **K2** | **C1** | **C2** | **P1** | **P2** | **T1** | **T2** | **T3** |
| ESOL and Literacy Learning and Teaching |  | **Core** | TD | TD | TDA | TD | TDA | TDA | TDA | TDA | TDA |
| ESOL and Literacy Theories and Frameworks |  | **Core** | TDA | T | TDA | TDA | TD | TDA | T | TDA |  |
| ESOL, Literacy and the Learners |  | **Core** | TD | TDA | TD | TDA |  |  | TDA | TDA |  |

**K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills**

**Module Listing and Assessments Map**

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| **Module title** | **Module****Code** | **New?****✓** | **Level**  | **Credits** | **Type** | **Core/Option/Elective****C/O/E** | **Pre-requisite****Module** | **Assessment 1** | **Assessment 2** |
| **Assessment type** | **Assessment %** | **Add Y if final item** | **Assessment type** | **Assessment %** | **Add Y if final item** |
| ESOL and Literacy Learning and Teaching |  | ✓ | 5 | 20 | standard& practical | Core | N/A | Essay (3,000 words) | 60% | N | Planning task (2,000 words equivalent) | 40% | Y |
| ESOL and Literacy Theories and Frameworks |  | ✓ | 5 | 20 | Standard& practical | Core | N/A | Essay (3,000 words) | 60% | N | written task (2,000 words equivalent) | 40% | Y |
| ESOL, Literacy and the Learners |  | ✓ | 5 | 20 | standard& practical | Core | N/A | Case Study (3,000 words) | 70% | N | written task (2,000 words equivalent) | 30% | Y |