**Programme Specification**

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| **Awarding Institution:** | | | University of Bolton | | | | | | | | | |
| **Teaching Institution:** | | | Bradford College | | | | | | | | | |
| **Division and/or School/Institute:** | | | Education and Community Division  School 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 mathematics and numeracy | | |
| **Final award(s):** | | | Diploma in Teaching Numeracy (Level 5) | | | | | | | | | |
| **Exit or Fallback award(s)** | | | N/A | | | | | | | | | |
| **Programme title(s)** | | | Diploma in Teaching Numeracy (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 Maths or Numeracy or ability to evidence skills at this level. * A full teaching qualification * Grade C (grade 4) GCSE English or equivalent. * Good standard of written and spoken English assessed by interview and initial assessment * Confirmation of teaching hours (50 hours during the course) and a suitable mentor | | | | | | | | | |
| **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 the college’s fitness to practice procedure. | | | | | | | | | |
| **Aims of the programme** | | | | | | | | | | | | |
| *The principal aims of the programme are:*   * To acquire a recognised teaching qualification which enables trainees to work effectively in the Education and Training sector * To develop an understanding of concepts and theories underpinning numeracy and mathematics learning and enable trainees to relate this understanding to their practice and context. * To prepare trainees for career development and to further enhance their employability by undergoing work based experience, assessment and development. * To promote reflective practice on their professional roles, responsibilities, values and practice as a numeracy/mathematics teacher or trainer. * To develop the academic and research skills required for study at undergraduate Level. * To achieve the teaching standards, including developing personal skills in literacy, maths and ICT. | | | | | | | | | | | | |
| **Distinctive features of the programme** | | | | | | | | | | | | |
| * Learners on these programmes are described as trainees. This helps distinguish new teachers on these programmes and their students and emphasises the development of the professional practice of teaching. * These programmes provide an efficient and effective training and education for those who wish to be mathematics or numeracy 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 who support trainees in their workplace. * Modelling of practice is a key feature of the course 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. * Trainees are required to apply theory to practice and to develop the ability to be critically reflective. * The modules of the course can be taken in any order, enabling two start dates in the year. This is important for recruitment patterns and to respond to the need in the sector. | | | | | | | | | | | | |
| **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, theories and issues underpinning and impacting on numeracy and mathematics education in the Further Education Sector | | | | | | | | | | | |
| **K2** | Mathematics and numeracy personal skills and specialist knowledge informed by appropriate literature and research from appropriate organisations and individuals | | | | | | | | | | | |
| **K3** | the developing concept of numeracy and mediating factors including consideration of current theories relating to numeracy acquisition | | | | | | | | | | | |
| **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 numeracy and mathematics teaching and learning and relate these to the FE sector and own teaching context. | | | | | | | | | | | |
| **C2** | Analyse numeracy in context and the implications for numeracy teaching and learning | | | | | | | | | | | |
| **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 mathematics and numeracy learning, informed by relevant theoretical considerations.. | | | | | | | | | | | |
| **P2** | Determine professional goals and enhance employability by developing the skills to reflect analytically 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 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.   |  |  | | --- | --- | | **March to May** | **December to March** | | Numeracy, Teaching and Learning | Numeracy Theories and Frameworks |   **Placement and observations of teaching practice**  The minimum 50 hours teaching placement is expected to be completed during the delivery of the two modules enabling the required developmental observations of teaching to occur.  The 50 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 (2 reports) and mentor (2 reports).  Requirements   * 50 hours teaching Numeracy/Mathematics * 4 satisfactory teaching observations * Satisfactory evidence of meeting the teaching standards for FE | | | | | | | | | | | | |
| **Module Code** | | **Module title (Core Modules)** | | | | | | **Core/Option (C/O)** | **Credits** | | **Length (1, 2 or 3 periods)** | |
|  | | Numeracy, Teaching and Learning | | | | | | Core | 20 | | 1 | |
|  | | Numeracy Theories and Frameworks | | | | | | Core | 20 | | 1 | |
| **Learning and teaching strategies** | | | | | | | | | | | |
| Learners on these programmes are described as trainees. This emphasises the training element of the programme and supports the development of professional teaching practice. It 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 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 include technological tools and techniques.  Trainees will already hold a teaching qualification at a minimum of level 5. You are required to apply and start to analyse ideas and engage in reasoned discussion. Tutors therefore become 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 application. Tutors enable trainees to draw on their experience to apply concepts and so model 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 whole class teaching  • Teaching practice/placement  • Group discussions  • VLE  • IT workshops  • Observations of teaching and reflection on teaching practice  • Lectures  • Peer observations  • Mentor support  • Peer support  • Written and verbal feedback from tutors and mentors  • Action planning  • Video and Podcasts  • Social networks  Scheduled learning and teaching activities include sessions that specifically address the professional development of teaching practice. Trainees are required to track their progress against the teaching standards in a portfolio and receive small group and individual tutorials in order to do this. Guided Independent study includes planning of sessions and schemes of work and creating resources for teaching practice as well as study time for academic modules. | | | | | | | | | | | |
| **Learning activities (KIS entry)** | | | | | | | | | | | |
| **Part Time** | | | | | | | | | | | |
| Scheduled learning and teaching activities | | | | | | **60** | | | | | |
| Guided independent Study | | | | | | **210** | | | | | |
| Placement | | | | | | **130 (including 50 teaching hours)** | | | | | |
| **Assessment strategy** | | | | | | | | | | | |
| Written work must be evidenced using a range of reading from a 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 reflective. | | | | | | | | | | | |
| **Assessment methods (KIS entry)** | | | | | | | | | | | |
|  | | | | **Part Time** | | | | | | | |
| **Exams %** | | | | **0%** | | | | | | | |
| **Coursework %** | | | | **55%** | | | | | | | |
| **Practical %** | | | | **45%** | | | | | | | |
| **Assessment regulations** | | | | | | | | | | | |
| Undergraduate Assessment regulations with the following variance:  All modules must be passed at 40%. In addition, all components within the module must be passed at 40% | | | | | | | | | | | |
| **Grade bands and classifications** | | | | | | | | | | | |
| Grade Description    Below 40% Fail  40% to 49% Pass  50% to 59% Pass  60% to 69% Pass  70% 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 award adopts a range of strategies to support students and their learning. Academic and professional guidance is provided at course level via individual tutorials and timetabled professional development sessions with module and personal tutors. Module and student handbooks and course specific resources will be provided via a VLE. Academic writing skills are supported by dedicated members of staff in the School of Teaching, Health and Care on an individual basis by appointment. Students can also access the College’s ALS provision for fundable support provision and the College provides a counselling service and careers information and guidance.  Trainees will also have access to specialist resources via a Virtual Learning Environment (VLE). Our VLE is used primarily as a resource storage facility, discussion forum and as an e-portfolio. The resources reflect those used in class but also include links to specific and related online resources (by module), 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.  E mail is also used extensively for notification purposes and for group tasks and where possible, use of e-tools enhances teaching and learning at classroom level. This also enables tutors to model applications for the trainees to use themselves. Of particular importance is the necessity to maintain contact, support network (both peer to peer and tutor to student) and provide support material and extension activities throughout the duration of the programme and not least when trainees are in the workplace.  All trainees will receive the support of a subject specialist mentors. The mentors 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 information to ensure they meet the requirement. | | | | | | | | | | | |
| **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 | | | | | | | | | | | |
| **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> | | | | | | | | | | | |
| **Document control** | | | | | | | | | | | |
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| **Approved by:** | | | | |  | | | | | | |
| **Date approved:** | | | | |  | | | | | | |
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| **Document History:** | | | | |  | | | | | | |
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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** | **K3** | **C1** | **C2** | **P1** | **P2** | **T1** | **T2** | **T3** |
| Numeracy, Teaching and Learning |  | **Core** | TD | TD | TDA | TDA | TD | TDA | TDA | TDA | TDA | TDA |
| Numeracy Theories and Frameworks |  | **Core** | TDA | TDA | 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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| Numeracy, Teaching and Learning |  |  | 5 | 20 | Standard and practical | Core | N/A | Portfolio (2250 words) | 50% | N | Essay (2250 words) | 50% | **Y** |
| Numeracy Theories and Frameworks |  |  | 5 | 20 | Standard and practical | Core | N/A | Essay (3,000 words) | 60% | N | Case Study (2,000 words) | 40% | **Y** |