Programme Specification

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/ https://set.et-foundation.co.uk/professionalism/qtls/	Qualified teachers for 14+ Able to apply for QTLS from the Society for Education and Training
Final award(s):	Certificate in Education and Training Certificate in Education and Training (with Teaching ESOL and Literacy) Certificate in Education and Training (with Teaching Numeracy)		
Exit or Fallback award(s)	N/A		
Programme title(s)	Certificate in Education and Training Certificate in Education and Training (with Teaching ESOL and Literacy) Certificate in Education and Training (with Teaching Numeracy)		
JACS Code	X150 Training Teachers – Adult Education		
University Course Code(s)			
QAA Benchmark Statement(s)	N/A		
Other internal and external reference points	Overarching professional standards for QTLS (Qualified Teacher Learning and Skills)		
Language of study	English		
Mode of study and normal period of study	Full Time – One Year Part Time – Two Years		
Admissions criteria	• Minimum level 3 qualification in subject specialism. Pathways: ESOL and Literacy (AS or A level or equivalent in English) and Numeracy (AS or A level or equivalent in Maths) • Significant relevant work experience for vocational subjects where this is necessary		

	• Good standard of written and spoken English assessed at interview • Pass for GCSE English (grade C or 4) or equivalent. Pass for GCSE maths (grade C or 4) or equivalent preferred. • Pre-service only: enhanced DBS and health check, successful interview • In-service only: confirmation of teaching hours and 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. In-service applicants will need to be in paid (normally) employment and provide evidence of their 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:
- Provide a recognised teaching qualification which enables trainees to work effectively in the Education and Training sector
- Develop the necessary skills and knowledge to enable you to demonstrate inclusive teaching practices
- Develop your understanding of concepts and theories underpinning lifelong learning and relate these to teaching practice and specialist area
- Prepare you for career development and potential further study to enhance employability
- Be able to fulfil the requirements of quality assurance processes, including inspection
- Promote the reflective practice necessary for the demonstration of professional roles, responsibilities and values
- Develop your academic and research skills to prepare you for study at Degree Level
- Achieve the teaching standards, including personal skills in literacy, maths and ICT

Distinctive features of the programme

- Students on this programme are referred to as trainee teachers to avoid confusion with their students or learners. The pre-service programmes are for those who wish to teach in the sector and the in-service programmes are for those who are already in a paid teaching or training role and need to undertake a teaching qualification.
- The programme enables teachers to become qualified in the specialist areas ESOL and literacy and numeracy if these routes are chosen.

- Suitably qualified applicants who either already work in the Education and training sector or aspire to teach these subjects can take these pathways.
- Trainees are supported by qualified mentors in the workplace with an appropriate curriculum.

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	Contemporary theories of learning and curriculum and how they apply to teaching practice
K2	The role and importance of professional bodies, research organisations and benchmark groups in the Education and Training sector
K3	Subject specialist knowledge informed by a range of literature and research from appropriate organisations and individuals
K4	Language systems and current theories relating to language/literacy acquisition and factors that affect it **(ESOL and Literacy only)**
K5	The developing concept of numeracy and mediating factors including consideration of current theories relating to numeracy acquisition **(Numeracy only)**

C. Cognitive, intellectual or thinking skills
On completion of the programme successful students will be able to demonstrate the ability to:

C1	Interpret a range of educational literature and research and apply key concepts.
C2	Apply appropriate coherent and supported arguments to engage with issues in the Education and Training sector
C3	Review commonly-held ideas about teaching and learning and demonstrate the ability to be open and flexible in creating new approaches
C4	Analyse how language varies and how this influences language use **(ESOL and Literacy only)**
C5	Analyse numeracy in context and the implications for numeracy teaching and learning **(Numeracy only)**

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 teaching standards expected of a practitioner in the post 16 education context
P2	Plan, deliver and assess effective teaching and learning sessions using relevant curriculum documentation
P3	Reflect analytically on teaching practice and create appropriate plans for improvement
P4	Formulate appropriate teaching and learning strategies for language and literacy learning, informed by relevant theoretical considerations **(ESOL and Literacy only)**
P5	Formulate teaching and learning strategies for numeracy learning, informed by relevant theoretical considerations **(Numeracy only)**

T. Transferable, key or personal skills
On completion of the programme successful students will be able to demonstrate the ability to:

T1	Communicate appropriately and effectively to a target audience in written and spoken forms
T2	Work collaboratively with others in order to demonstrate inter-professional learning

T3	Demonstrate the ability to undertake sustained continuing professional development in order to enhance employability
T4	Use a range of technology appropriate to the education context and subject specialism

Programme structure

Full Time (Pre-Service)

Trainees must achieve 120 credits to complete the programme. The Teaching, Learning and Assessment module is taught intensively for the first month of the programme to prepare trainees for teaching practice and is at level 4; Exploring Learning theories is at Level 4 and all other modules are at Level 5. The full-time cohort is taught separately for three modules: Teaching, Learning and Assessment, Subject Specialist Pedagogy and Teacher as Researcher. For the other three modules and the pathway modules you will work alongside part-time trainees on the pre-service or in-service programmes. Placement starts in Term 1 and continues throughout the academic year and trainees are supported by qualified mentors in the workplace and a designated link tutor from the teaching team. The portfolio of evidence deriving from the placement is assessed as 60% of the module Developing Professional Practice.

The programme also enables teachers to become qualified in the specialist areas ESOL and literacy or numeracy and mathematics. The subject specific modules are taught by a specialist and can be taken by students who either already work in the Education and Training sector or aspire to teach these subjects. The trainees undertaking the ESOL and Literacy pathway will do 140 credits taking the extra module from May to July. This means there will be 125 hours of teaching to be completed.

Full Time (Pre-Service) – Generic Route

Term 1 (Sept-Dec)	Term 2 (Dec-March)	Term 3 (March-May)
Teaching, Learning and Assessment L4 (20 credits) Developing the Curriculum L5 (20 Credits)	Exploring Learning Theories L4 (20 Credits) Teacher as a Researcher L5 (20 Credits)	Developing Professional Practice L5 (20 credits) Subject Specialist Pedagogy L5 (20 credits)
Placement		

Full Time (Pre-Service) – ESOL and Literacy Route

Term 1 (Sept-Dec)	Term 2 (Dec-March)	Term 3 (March-May)
Teaching, Learning and Assessment (20 credits) Developing the Curriculum (20 Credits)	Exploring Learning Theories (20 Credits) ESOL and Literacy Theories and Frameworks (20 Credits)	Developing Professional Practice (20 Credits) ESOL, Literacy and the Learner (20 Credits) ESOL and Literacy Learning and Teaching **(May-July)** (20 Credits)
Placement		

Full Time (Pre-Service) – Numeracy Route

Term 1 (Sept-Dec)	Term 2 (Dec-March)	Term 3 (March-May)
Teaching, Learning and Assessment (20 credits)	Exploring Learning Theories (20 Credits)	Developing Professional Practice (20 Credits)

Developing the Curriculum (20 Credits)	Numeracy Theories and Frameworks (20 Credits)	Numeracy, Teaching and Learning (20 Credits)
Placement		

Part-time Programmes (in or pre-service)

Trainees will undertake one module at a time in three 'terms' in order to stagger the workload and be able to focus on one module at a time. Placement for the 2 year part-time pre-service programme starts in Term 1 of year 1 and finishes at the end of year 2.

Part-time (in or pre-service) (Generic Route)

Term 1 (Sept-Dec)	Term 2 (Dec-March)	Term 3 (March-May)
Teaching, Learning and Assessment (20 credits)	Exploring Learning Theories (20 Credits)	Subject Specialist Pedagogy (20 Credits)
Placement		
Term 1 (Sept-Dec)	**Term 2 (Dec-March)**	**Term 3 (March-May)**
Developing the Curriculum (20 Credits)	Teacher as a Researcher (20 Credits)	Developing Professional Practice (20 credits)
Placement (Continued)		

Part-time (in or pre-service) (ESOL and Literacy Route)

Term 1 (Sept-Dec)	Term 2 (Dec-March)	Term 3 (March-May)
Teaching, Learning and Assessment (20 credits)	Exploring Learning Theories (20 Credits)	ESOL, Literacy and the Learner (20 Credits) ESOL and Literacy Learning and Teaching (20 Credits) (May-July)
Placement		
Term 1 (Sept-Dec)	**Term 2 (Dec-March)**	**Term 3 (March-May)**
Developing the Curriculum (20 Credits)	ESOL and Literacy Theories and Frameworks (20 Credits)	Developing Professional Practice (20 credits)
Placement (Continued)		

Part-time (in or pre-service) (Numeracy Route)

Term 1 (Sept-Dec)	Term 2 (Dec-March)	Term 3 (March-May)
Teaching, Learning and Assessment (20 credits)	Exploring Learning Theories (20 Credits)	Numeracy, Teaching and Learning (20 Credits)
Placement		
Term 1 (Sept-Dec)	**Term 2 (Dec-March)**	**Term 3 (March-May)**
Developing the Curriculum (20 Credits)	Numeracy Theories and Frameworks (20 Credits)	Developing Professional Practice (20 credits)
Placement (Continued)		

Module Code	Module title (Core Modules – All Routes)	Core/Option (C/O)	Credits	Length (1, 2 or 3 periods)
	Teaching, Learning and Assessment	Core	20	1
	Exploring Learning Theories	Core	20	1
	Developing the Curriculum	Core	20	1
	Developing Professional Practice	Core	20	1
Module Code	Module title (Generic Route)	Core/Option (C/O)	Credits	Length (1, 2 or 3 periods)
	Subject Specialist Pedagogy	Pathway Core	20	1
	Teacher as a Researcher	Pathway Core	20	3 (FT)1 (PT)
Module Code	Module title (ESOL/Literacy Route)	Core/Option (C/O)	Credits	Length (1, 2 or 3 periods)
	ESOL and Literacy Learning and Teaching	Pathway Core	20	1
	ESOL and Literacy Theories and Frameworks	Pathway Core	20	1
	ESOL, Literacy and the Learner	Pathway Core	20	1
Module Code	Module title (Numeracy Route)	Core/Option (C/O)	Credits	Length (1, 2 or 3 periods)
	Numeracy, Teaching and Learning	Pathway Core	20	1
	Numeracy Theories and Frameworks	Pathway 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 whole class teaching
• Teaching practice or placement
• Group discussions
• Virtual Learning Environment
• IT workshops
• Observations of teaching and reflection on teaching practice
• Lectures
• Peer observations
• Mentor support
• Micro teaching
• Peer support
• Visiting speakers
• 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 cover topics which are vital to their success as teachers such as safeguarding, embedding maths and English, supporting specific needs and working with support staff in the classroom and British Values (a government requirement). Trainees are required to track their progress against the teaching standards in a portfolio and receive extensive 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. There are a specific number of teaching hours required to achieve the qualification (100 hours) but further placement hours are also required to observe experienced colleagues, work with mentors and colleagues to ensure high quality planning and teaching resources, attend meetings and participate in professional conversations.

Learning activities (KIS entry)		
Full Time – 1 Year		
Scheduled learning and teaching activities	**200 Hours**	
Guided independent Study	**600 Hours**	
Placement	**100 hours teaching plus approx. 300 hours attendance**	
Part Time – 2 Years	**Year 1**	**Year 2**
Scheduled learning and teaching activities	**110 Hours**	**90 Hours**
Guided independent Study	**290 Hours**	**310 Hours**

Placement	50 hours teaching plus approx. 150 hours attendance	50 hours teaching plus approx. 150 hours attendance
The second year of the part-time programme has fewer teaching hours due to the blended nature of two of the modules.		

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 apply theory to practice. This will enable them to start to analyse 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. 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.

Trainees will be assessed and graded on their teaching practice in collaboration with mentors. This enables tracking of progress using OFSTED criteria via a portfolio. 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)

	Full-time generic	Full-time ESOL/Literacy	Full-time Numeracy
Exams %	0	0	0
Coursework %	64	60	57
Practical %	36	40	43

	Part-time generic		Part-time ESOL/Literacy		Part-time Numeracy	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Exams %	0	0	0	0	0	0
Coursework %	64	64	66	55	64	50
Practical %	36	36	34	45	36	50

Assessment regulations

Undergraduate assessment regulations apply but with the following variance:

All modules must be passed and are not eligible for compensation. In addition, where a module is assessed by more than one component, all components must be passed at a minimum of 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 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

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 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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Date approved:	
Effective from:	September 2022
Document History:	

Learning Outcomes Map *(D – Developed; T – Taught; A – Assessed)*

Module title	Module Code	Status C/O	K1	K2	K3	K4 ESOL LIT	K5 NUM	C1	C2	C3	C4 ESOL LIT	C5 NUM	P1	P2	P3	P4 ESOL LIT	P5 NUM	T1	T2	T3	T4
Teaching, Learning and Assessment		**Core**		T	T			T	T	TD			T	TDA	TDA			T	T		T
Exploring Learning Theories		**Core**	TDA		T			TD	TDA	TD					TDA			TD		TD	
Developing the Curriculum		**Core**	TDA	TD	TD			TDA	TDA	TDA			TD					TDA	TD	TD	TD
Developing Professional Practice		**Core**	TD	TDA	TDA					TDA			TDA	TDA	TDA			TDA	TDA	TDA	TDA
Subject Specialist Pedagogy		**Generic Core**	T	TD	TDA			TD	TD	TDA			TD	TDA				TD	TD		TDA
Teacher as a Researcher		**Generic Core**	TDA					TDA	TDA				TD					TDA	TDA	TDA	TD
ESOL and Literacy Learning and Teaching		**ESOL/Literacy Pathway Core**	TD	TD	TDA				TD	TD	TDA		TDA	TDA	TDA	TDA		TD	TDA	TDA	TDA
ESOL and Literacy Theories and Frameworks		**ESOL/Literacy Pathway Core**	TD		TDA			TDA	TDA	TD	TDA					TD		TDA			
ESOL, Literacy and the Learners		**ESOL/Literacy Pathway Core**	TDA		TDA	TDA		TD	TD	TDA	TD			TD		TD		T	TD		TD
Numeracy, Teaching and Learning		**Numeracy Pathway Core**	TD	TD	TDA			TD	TD	TD		TD	TDA	TDA	TDA		TDA	TDA	TDA	TD	TDA
Numeracy Theories and Frameworks		**Numeracy Pathway Core**	TDA				TDA	TDA	TDA	TDA		TDA			TDA			TDA			TD

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
Teaching, Learning and Assessment		✔	4	20	Standard & Practical	Core	N/A	Essay (1600 words)	40%	N	Portfolio (2400 words equivalent)	60%	Y
Exploring Learning Theories		✔	4	20	Standard	Core	N/A	Essay (3,000 words)	75%	N	Portfolio (1,000 words equivalent)	25%	Y
Developing the Curriculum		✔	5	20	Standard & Practical	Core	N/A	Essay (2250 words)	50%	N	Curriculum proposal (2,000 words equivalent)	50%	Y
Developing Professional Practice		✔	5	20	Standard & Practical	Core	N/A	Essay (2,000 words)	40%	N	Portfolio (3,000 words equivalent)	60%	Y
Subject Specialist Pedagogy		✔	5	20	Standard & Practical	Generic Core	N/A	Portfolio (2500 words equivalent)	50%	N	Presentation (15-20 minutes)	50%	Y
Teacher as a Researcher		✔	5	20	Standard	Generic Core	N/A	Report (5,000 words)	100%	Y			
ESOL and Literacy Learning and Teaching		✔	5	20	Standard & Practical	Pathway 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	Pathway 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	Pathway Core	N/A	Case Study (3,000 words)	70%	N	Written task (2,000 words)	30%	Y
Numeracy, Teaching and Learning		✔	5	20	Standard & Practical	Pathway Core	N/A	Portfolio (2,250 words)	50%	N	Essay (2,250 words)	50%	Y
Numeracy Theories and Frameworks		✔	5	20	Standard & Practical	Pathway Core	N/A	Essay (3,000 words)	60%	N	Case Study (2,000 words)	40%	Y