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/ https://www.heacademy.ac.uk/individuals/fellowship/fellow	Qualified teachers for 14+ Able to apply for QTLS from the Society for Education and Training OR Associate Fellow of the HEA (AFHEA)
Final award(s):	Postgraduate Diploma in Education and Training Postgraduate Diploma in Education and Training (Higher Education) Postgraduate Diploma in Education and Training (with Teaching ESOL and Literacy) Postgraduate Diploma in Education and Training (with Teaching Numeracy)		
Exit or Fallback award(s)	Postgraduate Certificate (if 60 credits achieved)		
Programme title(s)	Postgraduate Diploma in Education and Training Postgraduate Diploma in Education and Training (Higher Education) Postgraduate Diploma in Education and Training (with Teaching ESOL and Literacy) Postgraduate Diploma in Education and Training (with Teaching Numeracy)		
JACS Code	X150 Training of Teachers – Adult Education		
University Course Code(s)	TBC		
QAA Benchmark Statement(s)	N/A		
Other internal and external reference points	Overarching professional standards for QTLS (Qualified Teacher Learning and Skills) UK Professional Standards Framework (UKPSF)		
Language of study	English		
Mode of study and normal period of study	Full-time – One Year Part-time – Two Years		

Admissions criteria	• Honours degree. Candidates will normally be required to have at least a 2:2. • Level 3 qualification in their subject specialism. • Pathways: ESOL and Literacy (AS or A level or equivalent in English) and Numeracy (AS or A level or equivalent in Maths) • Pass at GCSE English (grade C or 4) or equivalent. Pass at GCSE maths (grade C or 4) or equivalent preferred. • Significant relevant work experience for vocational subjects where this is necessary • Pre-service only: enhanced DBS and health check, successful interview • In-service only: confirmation of teaching hours 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 7 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 practise 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 knowledge and skills in inclusive teaching and learning both theoretically and in educational settings
• Produce competent and confident teachers who can apply subject specialist knowledge and/or vocational experience to promote achievement for their learners
• Enable the critical evaluation of recent developments in educational research, professional body initiatives and government policy
• Be able to fulfil the requirements of quality assurance processes, including inspection
• Develop graduates who have an analytical and reflective approach to the teaching and learning process in which theory, academic understanding and work-based practice are inter-related and integrated through Masters level study

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.
- Trainees who teach Higher Education can achieve Associate Fellow of the HEA and their practice measured against the UKPSF.

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 critical understanding of::

K1	A range of contemporary theories and approaches to teaching and learning practice
K2	The Education and Training sector, its professional bodies, research organisations and benchmark groups
K3	Subject specialist knowledge as used in own teaching practice informed by a range of relevant bodies and organisations
K4	The factors impacting on language acquisition, literacy development and current theories relating to language systems. **(ESOL and Literacy Route only)**
K5	The developing concept of numeracy and mediating factors including consideration of a range of current theories relating to numeracy acquisition. **(Numeracy Route Only)**

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

C1	Critically reflect on teaching practice and synthesise diverse knowledge, evidence and concepts in order to demonstrate the skills to plan for professional development
C2	Demonstrate the academic and research skills required for study at masters level
C3	Critically evaluate current issues impacting upon the Education and Training sector
C4	Critically analyse how language varies and how this influences literacy and language use **(ESOL and Literacy Route only)**
C5	Critically analyse numeracy in context and the implications for numeracy teaching and learning **(Numeracy Route Only)**

P. Practical, professional or subject-specific skills
On completion of the programme successful students will be able to demonstrate the ability to:

P1	Critically analyse and reflect on own skills and knowledge in order to create appropriate professional development planning in relation to teaching and leaning
P2	Create effective and stimulating opportunities for learning in the subject specific skills achieving the teaching standards
P3	Critically evaluate your professional role, particularly in relation to working with others in order to assess efficacy and creativity.

P4	Formulate and evaluate appropriate teaching and learning strategies for language and literacy learning, informed by relevant theoretical considerations **(ESOL and Literacy Route only)**
P5	Formulate and evaluate teaching and learning strategies for numeracy learning, informed by relevant theoretical considerations **(Numeracy Route Only)**

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

T1	Effectively and fluently communicate information, ideas and arguments to both specialist and non-specialist audiences
T2	Engage systematically with a range of colleagues to demonstrate inter-professional working
T3	Demonstrate independent investigation and research skills necessary for sustained continuing professional development
T4	Use and critically evaluate a range of technology appropriate to the education context and subject specialism

Programme structure

Full-time

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 6; all other modules are at Level 7. 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 that 125 hours of teaching will need 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 (20 credits) Designing and Developing Curriculum (20 Credits)	Theories that Underpin Teaching and Learning (20 Credits) Researching Teaching (20 Credits)	Developing Professional Practice (20 credits) Subject Specialist Pedagogy (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)	Theories that Underpin Teaching and Learning (20 Credits)	Developing Professional Practice (20 Credits)

Designing and Developing Curriculum (20 Credits)	ESOL and Literacy Theories and Frameworks (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) Designing and Developing Curriculum (20 Credits)	Theories that Underpin Teaching and Learning (20 Credits) Numeracy Theories and Frameworks (20 Credits)	Developing Professional Practice (20 Credits) Numeracy, Learning and Teaching (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.

(Generic Route)

Term 1 (Sept-Dec)	Term 2 (Dec-March)	Term 3 (March-May)
Teaching, Learning and Assessment (20 credits)	Theories that Underpin Teaching and Learning (20 Credits)	Subject Specialist Pedagogy (20 Credits)
Placement		
Term 1 (Sept-Dec)	**Term 2 (Dec-March)**	**Term 3 (March-May)**
Designing and Developing Curriculum (20 Credits)	Researching Teaching (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)	Theories that Underpin Teaching and Learning (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)**

Designing and Developing Curriculum (20 Credits)	ESOL and Literacy Theories and Frameworks (20 Credits)	Developing Professional Practice (20 credits)

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)	Theories that Underpin Teaching and Learning (20 Credits)	Learning and Teaching Numeracy (20 Credits)
Placement		
Term 1 (Sept-Dec)	**Term 2 (Dec-March)**	**Term 3 (March-May)**
Designing and Developing Curriculum (20 Credits)	Theories and Frameworks for Numeracy (20 Credits)	Developing Professional Practice (20 credits)
Placement (Continued)		

Module Code	Module title (Core Modules)	Core/Option (C/O)	Credits	Length (1, 2 or 3 periods)
TBC	Teaching, Learning and Assessment	Core	20	1
TBC	Theories that Underpin Teaching and Learning	Core	20	1
TBC	Designing and Developing Curriculum	Core	20	1
TBC	Developing Professional Practice	Core	20	1
Module Code	**Module title (Generic Route)**	**Core/Option (C/O)**	**Credits**	**Length (1, 2 or 3 periods)**
TBC	Subject Specialist Pedagogy	Pathway Core	20	1
TBC	Researching Teaching	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)**
TBC	ESOL and Literacy Learning and Teaching	Pathway Core	20	1
TBC	ESOL and Literacy Theories and Frameworks	Pathway Core	20	1
TBC	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)**
TBC	Numeracy, Learning and Teaching	Pathway Core	20	1
TBC	Numeracy Theories and Frameworks	Pathway Core	20	1

Learning and teaching strategies

Students on these programmes are described as trainees and this 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 teachers and those who have started teaching. 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. For those that are pre-service carefully selected placements provide this experience.

The programme aims to provide a wide 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 analysis and evaluation. Tutors enable trainees to draw on their experience to apply concepts and evaluate theory 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 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.

To reflect the Masters level of the programmes trainees are required to engage in critical and 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 analysis and evaluation. Tutors enable trainees to draw on their experience to apply concepts and evaluate theory 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.

Learning activities (KIS entry)		
Full Time – 1 Year		
Scheduled learning and teaching activities	200	
Guided independent Study	600	
Placement	100 teaching hours plus 300 hours attendance	
Part Time – 2 Years	**Year 1**	**Year 2**
Scheduled learning and teaching activities	110	90
Guided independent Study	290	290
Placement	50 teaching hours plus 150 hours attendance	50 teaching hours plus 150 hours attendance

Assessment strategy

The Masters level requirements of this programme require the development of personal academic skills as well as teaching skills. 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. Critical 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 Masters level and therefore requires breadth and depth of reading appropriate research and academic texts.

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

Postgraduate assessment regulations apply 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 50%.

Grade bands and classifications

Grade Description

Below 50%   Fail
50% to 59%   Pass
60% to 69%   Merit
70% plus   Distinction

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	T			T	T		T
Theories that Underpin Teaching and Learning		Core	TDA		T			TD	TDA	TD					TD			TD		TD	
Designing and Developing 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		Pathway Core	T	TD	TDA			TD	TD	TDA			TDA	TDA				TD	TD		TDA
Researching Teaching		Pathway Core	TDA					TDA	TDA				TDD		TDA			TDA	TDA	TDA	TD
ESOL/Literacy Learning and Teaching		Pathway Core	TD	TD	TDA				TD	TD	TDA		TDA	TDA	TDA	TDA		TD	TDA	TDA	TDA
ESOL/Literacy Theories and Frameworks		Pathway Core	TD			TDA		TDA	TDA	TD	TDA					TD		TDA			
ESOL Literacy and the Learners		Pathway Core	TDA		TDA	TDA		TD	TD	TDA	TD			TD		TD		TDA	TD		TD

12

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
Numeracy, Learning and Teaching		**Pathway Core**	TD	TD	TDA			TD	TD	TD		TD	TDA	TDA	TDA		TDA	TD	TDA	TDA	TDA
Numeracy Theories and Frameworks		**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			6	20	Standard & practical	Core	none	Essay (2,000 words)	40%	N	Portfolio (3,000 words equivalent)	60%	Y
Theories that Underpin Teaching and Learning			7	20	standard	Core	none	Essay (5,000 words)	100%	Y			

Module			Level	Credits		Type		Element 1	%	Exam	Element 2	%	Pass both
Designing and Developing Curriculum			7	20	Standard & practical	Core	none	Essay (3,000 words)	50%	N	Curriculum proposal (3,000 word equivalent)	50%	Y
Developing Professional Practice			7	20	Standard & placement	Core	none	Essay (2400 words)	40%	N	Portfolio (3,600 words equivalent)	60%	Y
Subject Specialist Pedagogy			7	20	Practical & standard	Pathway Core	none	Portfolio (3,000 words equivalent)	50%	N	Presentation (15-20 minutes)	50%	Y
Researching Teaching			7	20	Standard	Pathway Core	none	Report (6,000 words)	100%	Y			Y
ESOL/Literacy Learning and Teaching			7	20	Standard & practical	Pathway Core	none	Essay (3,600 words)	60%	N	Planning task (2,400 words equivalent)	40%	Y
ESOL and Literacy Theories and Frameworks			7	20	standard & practical	Pathway Core	none	Essay (3,600 words)	60%	N	Written task (2,400 words equivalent)	40%	Y
ESOL, Literacy and the Learners			7	20	standard & practical	Pathway Core	none	Case Study (4,000 words)	70%	N	Written task (2,000 words)	30%	Y
Numeracy Teaching and Learning			7	20	standard & practical	Pathway Core	none	Portfolio (3,000 words)	50%	N	Essay (3,000 words)	50%	Y

14

Numeracy Theories and Frameworks			7	20	standard & practical	Pathway Core	none	Essay (3,600 words)	60%	N	Case Study (2,400 words)	40%	Y