

**Programme Specification**

**Programme Title: Level 5 Diploma in Teaching English (Literacy and ESOL) CPD part-time**

<b>Awarding Institution:</b>	The University of Bolton		
<b>Teaching Institution:</b>	Cirencester College		
<b>Division and/or Faculty/Institute:</b>	Wellbeing and Social Sciences (WSS)		
<b>Professional accreditation</b>	Professional body	Professional body URL	Status of graduates
	LSIS		Undergraduate
<b>Final award(s):</b>	Level 5 Diploma in Teaching English (Literacy and ESOL) CPD part-time		
<b>Interim award(s)</b>			
<b>Exit or Fallback award(s)</b>			
<b>Programme title(s)</b>	Level 5 Diploma in Teaching English (Literacy and ESOL) CPD part-time		
<b>UCAS Code</b>			
<b>JACS Code</b>			
<b>University Course Code(s)</b>			
<b>QAA Benchmark Statement(s)</b>			
<b>Other internal and external reference points</b>	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education</p> <p>University of Bolton awards framework</p>		
<b>Language of study</b>	English		

<b>Mode of study and normal period of study</b>	1 year Part time
<p><b>Admissions criteria</b>  The entry for this qualification is a full stage 3 teaching qualification</p> <p>Candidates must be able to demonstrate skills in either English language or a foreign language at L3.</p>	
<p><b>Additional admissions matters</b>  To gain entry, candidates must:</p> <ol style="list-style-type: none"> <li>a. provide satisfactory references.</li> <li>b. be interviewed</li> <li>c. evidence of access to 75 hours of Literacy and ESOL teaching</li> </ol>	
<p><b>Fitness to practise declaration</b></p> <p>This programme is subject to the University's fitness to practise procedures</p>	
<p><b>Aims of the programme</b></p>	
<p>The principal aims of the programme are:  The qualification is designed to enable teachers of ESOL and Literacy to:</p> <ol style="list-style-type: none"> <li>1. adopt an integrated approach to the theory and practice of teaching of ESOL and Literacy</li> <li>2. reflect on their own previous/current levels of experience, practice and skills, and areas for development</li> <li>3. identify principles of ESOL and Literacy learning, teaching, assessment and evaluation</li> <li>4. develop communication and interpersonal skills</li> <li>5. develop an awareness of your professional role and responsibilities as an ESOL and Literacy teacher</li> <li>6. engage critically with key ideas in teaching and teacher education develop and feel confident in their own personal language skills</li> <li>7. develop and feel confident in their own specialist ESOL/Literacy skills</li> </ol>	
<p><b>Distinctive features of the programme</b></p> <p>The ESOL and Literacy programme develops knowledge and understanding of the structure of the English Language, students will study the different ways language can be described and analysed. Students are also required to examine how these skills relate to social context in the lifelong learning sector. The ESOL and Literacy programme examines the factors which impact/have impacted on students who have English as both their first and second language and looks at how strategies can be developed to assist students to develop their personal language skills to Level 2 and above.</p> <p><b>What an undergraduate should know and be able to do on completion of the programme:</b></p> <p>The qualification is based on the national professional standards for teachers of Literacy and ESOL. Work Based Experience is integral to the course and the modules.</p>	

The integration of theory and practice is an important theme in the module assignments. Practical teaching is assessed by means of teaching observations which are related to module assessments. Students who are assessed as successful in each of the modules are inferred to have achieved the qualification's aims and objectives, since the former is a detailed clarification of the requirements of the latter. Provided there has been no infringement of the University's or Scheme's regulations, such a student would normally be recommended to the Teacher Training Assessment Board for a pass in the award for which they were registered.

By the end of their programme of study, students will have:

1. Explored educational research and related this to Literacy and ESOL practice.
2. Acquired a secure understanding of the application of their own knowledge to classroom practice
3. Made informed comment on the applicability, relevance and usefulness of theories, concepts and models, methodologies and techniques applied to practice.

### **Programme learning outcomes**

#### **K. Knowledge and understanding**

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

1. Analyse curriculum specifications and requirements, students' needs and characteristics, and available resources to make informed choices for teaching and supporting learning.
2. Justify approaches taken towards planning, preparing, assessing, evaluating and reviewing learning.
3. Plan and undertake a small-scale practitioner project.
4. Develop inclusive approaches to teaching and learning, addressing issues of disability, age, race, ethnicity, culture, gender, class and sexual orientation.
5. Synthesise their learning to create innovative teaching resources.

#### **C. Cognitive, intellectual or thinking skills**

On completion of the programme successful students will be able to demonstrate the ability to:

1. Critically reflect on their own professional development in the context of their own teaching role.
2. Demonstrate enhanced professional knowledge and values and the development of a scholarly approach to support the quality of the student learning experience.

#### **P. Practical, professional or subject-specific skills**

On completion of the programme successful students will be able to demonstrate the ability to:

1. Undertake teaching: planning, preparing, implementing, assessing, evaluating and reviewing teaching and learning for individuals and groups, communicating effectively, creating an appropriate climate, and promoting learning.
2. Engage in structured reflection and practitioner research.
3. Develop knowledge and understanding of pedagogical issues arising from the use of communication and information technologies in the Lifelong Learning Sector and the ability to use ICT effectively in learning situations.
4. Develop knowledge and understanding of pedagogical issues relating to language, literacy and numeracy in the Lifelong Learning Sector and the personal skills required to use them effectively in

learning situations.

**T. Transferable, key or personal skills**

On completion of the programme successful students will be able to demonstrate the ability to:

1. Communicate effectively using written, verbal and non-verbal means and visual aids.
2. Use information technology to support teaching and learning.
3. Work effectively and co-operatively with others: their peers, other teachers, students, and work effectively on collaborative group assignments.
4. Display skill in effective problem solving

<b>Programme structure level 5</b>					
<b>Module Code</b>	<b>Module title</b>	<b>Core/ Option/ Elective (C/O/E)</b>	<b>Credits</b>	<b>Length (1, 2 or 3 periods )</b>	<b>CPD Literacy Level 5</b>
SFL5001	Literacy and ESOL and the Learners	<b>C</b>	20		5
SFL5002	Literacy and ESOL Learning and Teaching	<b>C</b>	20		5
SFL5003	Literacy and ESOL Theories and Frameworks in Practice	<b>C</b>	20		5
	<b>Total</b>		<b>60</b>		

### **Learning and teaching strategies**

A variety of teaching and learning methods are employed throughout the programme in order to ensure the acquisition and development of the appropriate knowledge, understanding, skills and competences in order to achieve the learning outcomes. Some of these will be experienced during formally timetabled classes with your tutor and some will be experienced through workshops, small group and individual practical activities together with structured exercises and discussions. Individual support will be given in tutorials. Blended learning will be utilised as appropriate, for example utilising the VLE to provide an e-forum for students to discuss their work and obtain peer support. You will be required to take part in e-discussions with peers and tutors and to make full use of ICT as a source of information and support and to maintain a portfolio of evidence.

It is expected that you will demonstrate significant independence in your study, taking responsibility for the management of your own learning time.

<b>Learning activities (KIS entry)</b>		
Part Time – One year		
Scheduled learning and teaching activities		<b>20%</b>
Guided independent study		<b>80%</b>
Placement/study abroad		<b>75 hours</b>
<b>Assessment strategy :</b>		
<b>WBE Teaching practice:</b> Formative assessment and feedback will be given on the on-going development and delivery of students' teaching via 4 observed teaching sessions.		
<b>Course Work:</b> Formative and summative assessment will be given during class and via feedback in tutorials. Students will be guided and directed to areas to areas of research and appropriate background reading.		
<b>Assessment methods (KIS entry)</b>		
A variety of written tasks: written reports, a case study, portfolio submissions, individual and group presentations		
Practical Teaching (WBE) : 4 successful ESOL/Literacy teaching observations		
<b>Assessment regulations</b>		
<ul style="list-style-type: none"> <li>Assessment Regulations for Undergraduate Modular Programmes</li> </ul>		
<b>Grade bands and classifications</b>		
(for information only at this stage – the Assessment regulations are being revised for September 12. )		
In order for students to achieve a 'Pass', all the specific assessment criteria must be addressed and achieved. In addition, the general criteria must be addressed. The following grade descriptors provide the opportunity to recognise the extent to which the student has achieved the general criteria for assessment.		
Following formal assessment of an assignment, there are, therefore, four possible outcomes – distinction, merit, pass and refer, (in line with the Ofsted grading of 1, 2, 3, 4). 'Refer' indicates that the work submitted is inadequate. Detailed feedback will be provided to enable a second attempt to be made. The maximum grade possible following a second attempt will be a 'pass'. An assignment which is does not meet all the criteria following a second attempt will routinely be second marked to ensure the accuracy of the grade.		
<b>COHERENCE: Quality of communication</b>		
D	Excellent expression of ideas. Coherent, cohesive and logically structured	
M	Clarity of thought. Coherent and well structured.	

P	Clear expression of ideas.		
R	Lack of clarity of expression, Lack of structure and coherence.		
<b>ANALYSIS: Analysis and evaluation of the relationship between theory and practice</b>			
D	Demonstrates excellent critical, analytical and reflective skills which show a deep understanding of the relationship between theory and practice in terms of pupils' learning		
M	Demonstrates good critical, analytical and reflective skills and understanding of the relationship between theory and practice.		
P	Demonstrates discussion of and attempts analysis of the relationship between theory and practice.		
R	Limited/no evidence of analysis or understanding of the link between theory and practice.		
<b>EVIDENCE: Evidence of relevant reading and literature research, including recently published work</b>			
D	Excellent use of a wide range of appropriate literature and terminology, demonstrating critical awareness and excellent understanding		
M	Uses appropriate literature well to demonstrate a good understanding of the topic. Good use of terminology.		
P	Appropriate use of literature and terminology to show basic understanding.		
R	Limited evidence of literature search. Selection of sources limited/out of date, with no justification for use. Writing shows a lack of understanding of the topic.		
<b>SOURCE REFERENCING: Accurate referencing using the Harvard Referencing System</b>			
D	Consistently accurate referencing throughout the text and reference list		
M	Accurate referencing skills used both in the text and reference list. Few errors.		
P	Referencing is mainly accurate.		
R	Little understanding of the Harvard Referencing System		
<b>PRESENTATION</b>			
D	Work is free of typographical, spelling and grammatical errors; demonstrating excellent IT skills		
M	Good use of grammar, punctuation, spelling with few errors; demonstrating good IT skills.		
P	Few errors in grammar, spelling, punctuation; limited IT skills demonstrated.		
R	Hindered by too many errors in grammar, spelling and punctuation; IT skills inadequate.		
		<b>OVERALL GRADE (best fit)</b>	

### Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process. A team of 3 External Examiners are allocated for the PGDE programmes. The Examiners have specialisms in Numeracy and Literacy and generic Teacher Training. External Examiners also moderate the WBE process.

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Date: [May 2012]

<p><b>Support for student learning</b></p> <ul style="list-style-type: none"> <li>• The programme is managed by a programme leader and group tutor</li> <li>• Induction programme introduces the student to the University and their programme</li> <li>• Each student has a personal tutor, responsible for support and guidance</li> <li>• Feedback on formative and summative assessments</li> <li>• A Student Centre providing a one-stop shop for information and advice</li> <li>• University support services include housing, counselling, financial advice, careers and a disability</li> <li>• A Chaplaincy</li> <li>• Library and IT services</li> <li>• Student Liaison Officers attached to each Faculty</li> <li>• The Students' Union advice services</li> <li>• Faculty and Programme Handbooks which provide information about the programme and University regulations</li> <li>• The opportunity to develop skills for employment</li> <li>• English language support for International students</li> <li>• Peer support for ICT, Literacy and Numeracy</li> </ul>	
<p><b>Methods for evaluating and enhancing the quality of learning opportunities</b></p> <ul style="list-style-type: none"> <li>• Programme committees with student representation</li> <li>• Module evaluations by students</li> <li>• Students surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES)</li> <li>• Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)</li> <li>• Peer review/observation of teaching</li> <li>• Professional development programme for staff</li> <li>• External examiner reports</li> </ul>	
<p><b>Other sources of information</b></p> <p>Student portal (add link)  Students Union (add link)  Faculty or similar Handbook (add link)  Programme Handbook (add link)  Student Entitlement Statement (add link)  Module database (add link)  Moodle (for the programme?) (add link)  External examiners reports  <a href="http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx">http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx</a></p>	
<p><b>Document control</b></p>	
<p><b>Author(s)</b></p>	



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<b>Effective from:</b>	
<b>Document History:</b>	

Professional Diploma in Education English (Literacy and ESOL) (Level 5 Diploma in Teaching in the Lifelong Learning sector)

**Learning outcomes map**

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	C1	C2	P1	P2	P4	P5	T1	T2	T4	T7
Level 5																	
Lit, ESOL & Learner	SFL5001	C	DTA		DTA	DTA					DTA	DTA	DTA	DTA			
Lit,ESOL L L & T	SFL5002	C	DTA	DTA	DTA	DTA	DTA			DTA		DTA	DTA		DTA	DTA	DTA
Lit, ESOL T& F	SFL5003	C		DTA	DTA		DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA	DTA

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

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Op tion/Elec tive C/O/E	Pre- requisite module	Assess ment 1			Assess ment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Literacy and ESOL and the Learners	SFL5001	✓	5	20		c		CW	100%	Y			
Literacy and ESOL Theories and Frameworks in Practice	SFL5003	✓	5	20		c		CW	100%	Y			
Literacy and ESOL Learning and Teaching	SFL5002	✓	5	20		c		CW	100%	Y	WBE 50 hours + 4 obs		
<b>Work Based Experience</b>				0							WBE 25 hours		
<b>Total</b>				60									

### Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact &	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Literacy and ESOL and the Learners	SFL5001	C	D	DA		D		D	D	DTA	D	D	D	D	D	D
Literacy and ESOL Learning and Teaching	SFL5002	C	D	DA	D		D		D			D	D			
Literacy and ESOL Theories and Frameworks in Practice	SFL5003	C	D	DA		DTA							DTA			

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)