Programme Specification

Programme Title: Professional Graduate Diploma in Education (PGDE) Teaching Learners with Additional Needs (Level 6 Diploma in Teaching in the Lifelong Learning Sector)

Awarding Institution:	The University of Bolton		
Teaching Institution:	The University of Bolton		
Division and/or Faculty/Institute:	Wellbeing and Social Sciences (WSS)		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	LSIS		Postgraduate
Final award(s):	Professional Graduate Diploma in Teaching Learners with Additional Needs (PGDE) (Level 6)		
Interim award(s)			
Exit or Fallback award(s)	PTLLS 12 credits		
Programme title(s)	**Professional Graduate Diploma in Teaching Learners with Additional Needs (PGDE)**		
UCAS Code			
JACS Code			
University Course Code(s)	EDU0034 FT EDU5125 PT		
QAA Benchmark Statement(s)			
Other internal and external reference points	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice UK Quality Code for Higher Education University of Bolton awards framework		
Language of study	English		
Mode of study and normal period of study	1 year Full time 2 years Part time		
Admissions criteria			

The entry for this qualification is a minimum of a bachelor's degree or equivalent in a subject relevant to the area that the candidate wishes to teach. If the bachelor's degree is not from a recognised UK HEI advice will be taken from the International Office on comparability.

Additional admissions matters

To gain entry, candidates must:

   a. obtain CRB Enhanced Disclosure clearance
   b. complete, and have approved, a health declaration
   c. provide satisfactory references.
   d. be interviewed

Fitness to practise declaration

This programme is subject to the University's fitness to practise procedures

Aims of the programme

The principal aims of the programme are:
The qualification is designed to enable trainee teachers of learners with additional needs to:

   1. adopt an integrated approach to the theory and practice of teaching of learners with additional needs
   2. reflect on their own previous/current levels of experience, practice and skills, and areas for development
   3. develop a reflective and reflexive approach to personal and professional development and research
   4. identify principles of learning, teaching, assessment and evaluation for learners with additional needs
   5. develop communication and interpersonal skills
   6. develop an awareness of your professional role and responsibilities as a teacher for learners with additional needs
   7. engage critically with key ideas in teaching and teacher education develop and feel confident in their own personal language skills
   8. demonstrate high levels of proficiency in key skills commensurate with their individual development and professional circumstances
   9. develop and feel confident in their own specialist skills in teaching learners with additional needs

Distinctive features of the programme

The programme will develop knowledge and understanding of teaching learners with additional needs, trainees will study and explore a range of specific learning and disability impairments and identify their impact on learning and teaching. They will investigate practice in an area of disability and apply this to their teaching. The programme will enable trainees to plan and deliver inclusive learning and teaching sessions and to evaluate and reflect on their own teaching.

What a graduate should know and be able to do on completion of the programme:

The Scheme has a set of core and optional modules. These clarify the Scheme's scope and purpose; teaching and learning methods; learning outcomes etc., informed by national standards as appropriate. Work Based Experience is integral to the course and the modules.
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. The teaching assessments are linked to the Personal and Professional Development (PPD) module.
Trainees who are assessed as successful in each of the modules are inferred to have achieved the Scheme'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 trainee would normally be recommended to the Teacher Training Assessment Board for a pass in the award for which they were registered.
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By the end of their programme of study, trainees will have:

1. Explored educational research and related this to their teaching practice with learners with additional needs.
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. Apply the principles and methods of reflective practice.

5. Evaluate educational literature and research and apply relevant insights to their practice.

6. Develop inclusive approaches to teaching and learning, addressing issues of disability, age, race, ethnicity, culture, gender, class and sexual orientation.

7. Synthesise their learning to create innovative teaching resources.

8. Understand and apply the roles and skills of tutoring and mentoring.

9. Analyse and review the organisation, structure and function of the Lifelong Learning Sector's educational provision.

10. Develop and record their own professional development through their PPD (Personal and Professional Development).

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.
   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.	Undertake curriculum development.
4.	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.
5.	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. Monitor their own progress through reviewing, reflecting, action planning and target setting. The focus of this will be PPD
4. Work effectively and co-operatively with others: their peers, other teachers, students, and work effectively on collaborative group assignments
5. Display skill in the application of number, as appropriate.
6. Display skill in effective problem solving.
7. Develop their capacity to learn about and to investigate teaching and learning.
8. Exhibit professional behaviour in the workplace.

Programme structure

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)	PGDE Level 6
TAN4000	Preparing to Teach in the Lifelong Learning Sector	C	12		4
TAN4001	Applying Knowledge of Literacy, Language, Numeracy and ICT for Learning and Teaching	C	15		4
TAN6000	Theories and Frameworks for Teaching Learners with Additional Needs	C	15		6
TAN6004	Inclusive Learning and Teaching for Learners with Additional Needs	C	15		6
TAN6005	Action Learning for Teaching in a Specialist Area of Additional Needs	C	15		6
TAN6001	Curriculum, Quality and Professionalism	C	24		6
TAN6002	Teaching and Learning Project	C	12		6
TAN6003	Personal and Professional Development	C	12		6
	Total		**120**		

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 trainee teachers

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.

Learning activities (KIS entry)

Course Year

	F/T	1	P/T	1	2
Scheduled learning and teaching activities		**20%**		**20%**	**20%**
Guided independent study		**80%**		**80%**	**80%**
Placement/study abroad		**100 hours**		**50 hours**	**50 hours**

Assessment strategy :

Course Work: Formative and summative assessment will be given during class and via feedback in tutorials. Trainees will be guided and directed to areas to areas of research and appropriate background reading in order to complete the required assignments.

WBE Teaching practice: Formative assessment and feedback will be given on the on-going development and delivery of trainees' teaching via 8 observed teaching sessions.

Assessment methods (KIS entry)
A variety of written tasks: written reports, assignments, portfolio submissions, individual and group presentations.
Practical Teaching (WBE) : micro teach (PTLLS), 8 successful teaching observations (including 4 graded observations).

Assessment regulations

* Assessment Regulations for Undergraduate Modular Programmes

Grade bands and classifications
(*for information only at this stage – the Assessment regulations are being revised for September 12)*
In order for trainees 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 trainee 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.

COHERENCE: Quality of communication	
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.	
ANALYSIS: Analysis and evaluation of the relationship between theory and practice		
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.	
EVIDENCE: Evidence of relevant reading and literature research, including recently published work		
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.	
SOURCE REFERENCING: Accurate referencing using the Harvard Referencing System		
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	
PRESENTATION		
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.	
OVERALL GRADE (best fit)		

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 teaching learners with additional needs, Literacy, Numeracy and Literacy and generic Teacher Training. External Examiners also moderate the WBE process.

Support for student learning
- The programme is managed by a programme leader and group tutor
- Induction programme introduces the student to the University and their programme
- Each student has a personal tutor, responsible for support and guidance

- Personal and Professional Development (PPD) is integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students
- Peer support for ICT, Literacy and Numeracy

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Exit questionnaires
- Students surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES)
- 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)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

Other sources of information

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
http://www.bolton.ac.uk/Quality/QAEContents/ExternalExaminersReports/Home.aspx

Document control

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Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	C1	C2	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	T6	T7	T8
Level 4																											
PTLLS	TAN4000	C	D,T,A	D,T,A			D,T,A			D	D, T, A		D,T A		D,T A					D,T A						D,T A	D,T A
Applying Knowledge of Lit, Lang, Num & ICT for Learning &Teaching	TAN4001	C		D, T, A		D,T A	D, T, A	D,T, A	D,T, A	D,T A					D,T A		D,T A	D,T A		D,T A	D,T A		D,T A			D,T A	
Level 6																											
Theories and Frameworks for TLAN	TAN6000	C	D, T, A				D, T, A	D,T, A			D, T, A					D,T A			D,T A		D,T A			D, T, A			D, T, A	
Inclusive Learning and Teaching for TLAN	TAN6004	C	D, T, A	D, T, A			D, T, A	D, T, A	D, T, A	D, T, A			D, T, A			D, T, A			D, T, A					D, T, A	D, T, A		D, T, A	
Action Learning for Teaching in a Specialist Area of Additional Needs	TAN6005	C	D, T, A	D, T, A			D, T, A	D, T, A	D, T, A	D, T, A		D, T, A	D, T, A	D, T, A	D, T, A			D, T, A				D, T, A						D, T, A
CQP	TAN6001	C	D, T, A	D, T, A			D, T, A	D, T, A			D, T, A			D, T, A			D, T, A						D, T, A				
T&L Project	TAN6002	O			D, T, A		D, T, A		D,T				D, T, A			D, T, A										D, T, A	
PPD	TAN6003	C		D, T, A			D, T, A					D, T, A	D, T, A	D, T, A		D, T, A			D, T, A	D, T, A	D, T, A	D, T, A	D, T, A		D, T, A	D, T, A	D, T, A

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)

Programme specification: [PGDE TLAN]
Date: [May 2012]

Module listing Professional Graduate Diploma in Education (PGDE) Teaching Learners with Additional Needs (Level 6 Diploma in Teaching in the Lifelong Learning Sector)

Module title	Mod Code	New? ✔	Level	Credits	Type	Core/Option/Elective C/O/E	Pre-requisite module	Assessment 1 Assessment type	Assessment %	Add Y if final item	Assessment 2 Assessment type	Assessment %	Add Y if final item
Preparing to Teach in the Lifelong Learning Sector	TAN4000	✔	4	12		C		CW	100%	Y			
Applying Knowledge of Literacy, Language, Numeracy & ICT for Learning and Teaching	TAN4001	✔	4	15		C		CW	100%	Y			
Theories and Frameworks for Teaching Learners with Additional Needs	TAN6000	✔	6	15		C		CW	100%	Y			
Inclusive Learning and Teaching for Learners with Additional Needs	TAN6004	✔	6	15		C		CW	100%	Y	WBE, 50 hours + 4 obs		
Action Learning for Teaching in a Specialist Area of Special Needs	TAN6005	✔	6	15		C		CW	100%	Y			
Curriculum, Quality and Professionalism	TAN6001	✔	6	24		C		CW	100%	Y			
Teaching and Learning Project	TAN6002	✔	6	12		C		CW	100%	Y			
Personal and Professional Development	TAN6003	✔	6	12		C		CW	100%	Y	WBE, 50 hours + 4 obs		
Total				120									

Programme specification: [PGDE TLAN]
Date: [May 2012]

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 & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Preparing to Teach in the Lifelong Learning Sector	TAN4000	C	D	DA		DTA		D	D	DTA	D	D	D	D	DTA	DTA
Applying Knowledge of Literacy, Language, Numeracy & ICT for Learning and Teaching	TAN4001	C	D	DA		DTA		D	D	DTA	D	D	D	D	DTA	DTA
Theories and Frameworks for Teaching Learners with Additional Needs	TAN6000	C	D	DA		DTA		D	D	DTA	D	D	D	D	DTA	DTA
Inclusive Learning and Teaching for Learners with Additional Needs	TAN6004	C	D	DA		DTA		D	D	DTA	D	D	D	D	DTA	DTA
Action Learning for Teaching in a Specialist Area of Special Needs	TAN6005	C	D	DA		DTA		D	D	DTA	D	D	D	D	DTA	DTA
Curriculum, Quality and Professionalism	TAN6001	C	D	DA		DTA		D	D	DTA	D	D	D	D	DTA	DTA
Teaching and Learning Project	TAN6002	C	D	D		D, T, A		D		D, T, A	D	D	D, T, A		D	
Personal and Professional Development	TAN6003	C	D,T, A	DA		DTA	DTA	D	D	DTA	D	D	D	D	DTA	DTA

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

Programme specification: [PGDE TLAN]
Date: [May 2012]