

**Validated Programme Specification**  
**Certificate in Education and Training**  
**Certificate in Education and Training (with Teaching ESOL)**  
**Certificate in Education and Training (with Teaching Literacy)**  
**Certificate in Education and Training (with Teaching Numeracy)**

1.	<b>Awarding Institution/Body</b>	University of Bolton
2.	<b>Teaching Institution</b>	Bradford College
3.	<b>Delivery Location(s)</b>	Bradford College, David Hockney Building
4.	<b>Programme Externally Accredited by (e.g. PSRB)</b>	
5.	<b>Award Title(s)</b>	Certificate in Education and Training  <b>Pathways:</b> 1. Certificate in Education and Training (with Teaching ESOL) 2. Certificate in Education and Training (with Teaching Literacy) 3. Certificate in Education and Training (with Teaching Numeracy)
6.	<b>FHEQ Level</b>	5
7.	<b>Bologna Cycle</b>	Short cycle (within or linked to first cycle)
8.	<b>JACS Code and JACS Description</b>	X150 Training Teachers – Adult Education
9.	<b>Mode of Attendance</b>	Full-time and part-time
10.	<b>Relevant QAA Subject Benchmarking Group(s)</b>	Education Studies

11.	<b>Relevant Additional External Reference Points</b>	Overarching professional standards for QTLS (Qualified Teacher Learning and Skills)
12.	<b>Date of Approval/Revision</b>	January 2017
13.	<b>Criteria for Admission to the Programme</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Good standard of written and spoken English assessed by interview, initial assessment and/or qualifications</li> <li>• Pre-service only: enhanced DBS and health check</li> <li>• In-service only: confirmation of teaching hours and suitable mentor</li> </ul>
14.	<b>Educational Aims of the Programme</b>	
	<ul style="list-style-type: none"> <li>• To develop an understanding of concepts and theories underpinning lifelong learning and enable students to relate this understanding to their practice and specialist area.</li> <li>• To prepare students for career development and to further enhance their employability by creating opportunities for work based learning in the lifelong learning sector</li> <li>• To promote reflective practice in Lifelong Learning necessary for the demonstration of professional roles, responsibilities and values</li> <li>• to develop the academic and research skills required for study at Degree Level.</li> <li>• To achieve the teaching standards, including personal skills in literacy, maths and ICT.</li> </ul>	
15.	<b>Learning Outcomes</b>	
	The programme will enable students to develop the knowledge and skills listed below. <b>On successful completion of the programme, the student will be able to:</b>	
	<b>Knowledge and Understanding</b>	
	<b>K1</b>	Apply and review contemporary theories of learning and curriculum to teaching practice
	<b>K2</b>	Analyse concepts and issues underpinning and impacting on the lifelong learning sector
	<b>K3</b>	Enhance subject specialist knowledge informed by a range of literature and research from appropriate organisations and individuals
	<b>Cognitive/Intellectual Skills</b>	
	<b>C1</b>	Apply and interpret a range of educational literature and research
	<b>C2</b>	Use coherent and supported argument to critically engage with issues in the lifelong learning sector

<b>C3</b>	Review commonly-held ideas about teaching and learning and demonstrate the ability to be open and flexible in creating new approaches
<b>Practical/Professional Skills</b>	
<b>P1</b>	Achieve the teaching standards expected of a practitioner in the post 16 education context
<b>P2</b>	Create effective and stimulating opportunities for learning in the subject specific skills
<b>P3</b>	Determine professional goals and enhance employability by developing the skills to reflect analytically on teaching practice
<b>Key Transferable Skills</b>	
<b>T1</b>	Critically reflect on both academic and teaching performance and create appropriate plans for improvement
<b>T2</b>	Demonstrate the independent learning ability and skills required for continuing professional development
<b>T3</b>	Use a range of technology appropriate to the education context and subject specialism
<b>T4</b>	Communicate appropriately and effectively to a target audience in written and spoken forms
<b>T5</b>	Work with colleagues to create personal and professional development
<b>Pathway Specific Outcome for Pathway 1 <i>Certificate in Education and Training (with teaching ESOL)</i></b>	
<b>S1</b>	(K) Have an understanding of language systems and current theories relating to language acquisition and factors that affect it
<b>S2</b>	(C) Analyse how language varies and how this influences language use for ESOL or EAL learners
<b>S3</b>	(P) Formulate and evaluate appropriate teaching and learning strategies for language learning, informed by relevant theoretical considerations
<b>Pathway Specific Outcome for Pathway 2 <i>Certificate in Education and Training (with Teaching Literacy)</i></b>	
<b>S1</b>	(K) Have an understanding of language systems and current theories relating to language acquisition, literacy development and factors that affect these
<b>S2</b>	(C) Analyse how language varies and how this influences literacy and language use
<b>S3</b>	(P) Formulate teaching and learning strategies for language and literacy learning, informed by relevant theoretical considerations
<b>Pathway Specific Outcome for Pathway 3 <i>Certificate in Education and Training (with teaching Numeracy)</i></b>	
<b>S1</b>	(K) Have an understanding of the developing concept of numeracy and mediating factors including consideration of current theories relating to numeracy acquisition
<b>S2</b>	(C) Analyse numeracy in context and the implications for numeracy teaching and learning
<b>S3</b>	(P) Formulate teaching and learning strategies for numeracy learning, informed by relevant theoretical considerations

16.	<p><b>Key Learning &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Interactive group sessions with module tutors</li> <li>• Tutors modelling good practice</li> <li>• Lectures</li> <li>• VLE</li> <li>• Fully blended module</li> <li>• IT workshops</li> <li>• Teaching practice/placement</li> <li>• Observations of teaching and feedback from programme tutors and mentors</li> <li>• Peer observations</li> <li>• Mentor support</li> <li>• Micro teaching</li> <li>• Peer support</li> <li>• Reflection on teaching practice</li> <li>• Application of theory to practice</li> <li>• Visiting speakers</li> <li>• Written and verbal feedback from tutors</li> <li>• Action planning</li> <li>• Video</li> <li>• Podcasts</li> <li>• Social networks</li> </ul>
17.	<p><b>Key Assessment Methods</b></p> <ul style="list-style-type: none"> <li>• Reflective commentary/analysis</li> <li>• Portfolio</li> <li>• e-Portfolio</li> <li>• observation of teaching</li> <li>• Report</li> <li>• Planning and assessment tools and documents</li> <li>• Essay</li> <li>• Critical evaluation</li> <li>• Presentation</li> <li>• Case study</li> </ul>

18.	<b>Programme Modules</b>					
	<b>Level 4</b>					
	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
		Teaching, Learning and Assessment	20	Core	✓	
		Exploring Learning Theories	20	Core	✓	
	<b>Level 5</b>					
		Developing Curriculum	20	Core	✓	
		Developing Professional Practice	20	Core	✓	
		Subject Specialist Pedagogy	20	Designated Core	✓	
		Teacher as Researcher	20	Designated Core	✓	
		<b>Pathway 1 – ESOL</b>				
		ESOL Theories and Frameworks	20	Designated core	✓	
		*Literacy/ESOL Teaching and Learning	20	Designated Core	✓	
		<b>Pathway 2 – Literacy</b>				
		Literacy Theories and Frameworks	20	Designated Core	✓	
		*Literacy/ESOL Teaching and Learning	20	Designated Core	✓	
		<b>Pathway 3 – Numeracy</b>				
		Numeracy Theories and Frameworks	20	Designated Core	✓	
	Numeracy Teaching and Learning	20	Designated Core	✓		

*\*common module*

**19. Programme Structure**

Overview of structure of the modules across the Academic Year.

**Full-time 1 Year programme**

<b>2<sup>nd</sup> Sept – end of Sept</b>	<b>Term 1</b>
Teaching, Learning and Assessment 20cp (core)	Subject Specialist Pedagogy Or Literacy, ESOL, Numeracy - Theories and Frameworks 20cp
	Teacher as Researcher 20 cp (not pathways)
	Placement

<b>Term 2</b>	<b>Term 3</b>
Exploring Learning Theories 20 cp (Core) AND Developing Curriculum 20 cp (core)	Developing Professional Practice (core) 20 cp and ESOL/ Literacy, Numeracy - Teaching and Learning 20 cp
Teacher as Researcher 20 cp (not pathways)	
Placement	

The full-time cohort is taught separately for 3 modules: Teaching, Learning and Assessment, subject specialist pedagogy and Teacher as Researcher. For the other three modules and the pathway modules they will work with the part-time trainees.

**Part-time 2 year programme**

Placement for the 2 year part-time pre-service programme starts in November of year 1 and finishes at the end of year 2.

<b>YEAR 1</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Teaching, learning and assessment (core) 20 cp	Exploring Learning Theories (core) 20 cp	Subject Specialist Pedagogy <b>or</b> ESOL/ Literacy, Numeracy - Teaching and Learning 20 cp

<b>YEAR 2</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Teacher as Researcher <b>or</b> ESOL, Literacy, Numeracy - Theories and Frameworks 20 cp	Developing Curriculum (core) 20 cp	Developing Professional Practice (core) 20 cp

<p><b>20.</b></p>	<p><b>Support for students and their learning</b></p> <p>The award 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 VLE. Academic writing skills are supported by a dedicated member of staff 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. Support for English can also be provided in the College's English workshop.</p> <p><b>Electronic, blended learning and Moodle support</b></p> <p>Trainees taking the Certificate in Education and Training 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 (uploading responsibility is shared by the whole team and all are conversant with its capabilities and technical requirements).</p> <p>The Developing Curriculum module will model a more blended approach to delivery with the VLE used to teach in a more structured way. There will be an introductory and workshop session to ensure trainees understand the requirements and can have some face to face time for discussion. Trainees will also have weekly feedback on blogs which can form the basis of the assignment and request an individual tutorial.</p> <p>E-mail is also used extensively for notification purposes and for group tasks. For example, each year 1 student was recently required to respond to an e mail requesting their interpretation of a short text. Where possible, use of e-tools enhance teaching and learning at classroom level. All team members are confident with the use of the Interactive Whiteboards (SMART) and within the department there is a culture of sharing of resources (traditional and 'e'), especially those that layer additional level of interactivity and act as a model for the trainees to use themselves.</p> <p>These practices will inevitably benefit our students. 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 on placement/in the workplace.</p> <p><b>Mentor support</b></p> <p>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 information to ensure they meet the requirements.</p>
<p><b>21.</b></p>	<p><b>Distinctive Features</b></p> <p>Learners on these programmes are described as trainees. This helps distinguish new teachers on these programmes and their students and emphasises the development of</p>

<p>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. 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. For those that are pre-service carefully selected placements provide this experience.</p> <p>Modelling of practice is a key feature of the programme 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 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.</p> <p>The first 2 modules of the programme are at level 4 which enables trainees who have level 3 qualifications to become accustomed to HE level work. The national requirement is for a level 5 Diploma so 80 credits is at level 5. Trainees are well supported in making the transition from vocational, competence style assessment to the rigours of academic writing.</p> <p>The programme also enables teachers to also become qualified in a range of specialist areas: <b>ESOL, literacy, and numeracy</b>. These pathways are taken by students who either already work in the skills for life sector or aspire to work in these areas. Each is taught by specialist in this area and trainees are supported by qualified mentors in the workplace. Because the modules are embedded in the programme it enables trainees to examine subject specific pedagogy at an early stage in their professional development.</p>
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## Map of Outcomes to Modules

Modules in bold are core modules to all pathways. An 'A' indicates where an outcome is assessed.

Module Name	K1	K2	K3	C1	C2	C3	P1	P2	P3	T1	T2	T3	T4	T5	S1 Pway 1	S2 Pway 1	S3 Pway 1	S1 Pway 2	S2 Pway 2	S3 Pway 2	S1 Pway 3	S2 Pway 3	S3 Pway 3
<b>Teaching, learning and assessment</b>		A		A		A	A		A	A			A										
<b>Exploring Learning Theories</b>	A	A			A	A	A		A	A			A										
<b>Developing Curriculum</b>		A		A	A	A				A	A	A	A	A									
<b>Developing professional practice</b>	A	A	A	A	A	A				A	A		A	A									
Subject specialist Pedagogy		A	A		A		A			A	A	A	A										
Teacher as Researcher	A				A		A			A	A		A										
ESOL /literacy Teaching and Learning	A			A			A	A		A							A			A			
ESOL Theories and Frameworks	A	A		A	A	A		A		A					A	A							
Literacy Theories and Frameworks	A	A		A	A	A		A		A								A	A				

Module Name	K1	K2	K3	C1	C2	C3	P1	P2	P3	T1	T2	T3	T4	T5	S1 Pway .1	S2 Pway .1	S3 Pway .1	S1 Pway .2	S2 Pway .2	S3 Pway .2	S1 Pway .3	S2 Pway .3	S3 Pway .3
Numeracy, teaching and learning	A			A			A	A		A													A
Numeracy Theories and Frameworks	A	A		A	A	A		A		A											A	A	

<b>Stage Outcomes (Undergraduate Awards only)</b>
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**Key:** K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see programme specification]

No.	Programme Outcome Stage/Level 5(2)	Stage/Level 4(1)
<b>K1</b>	Apply and review contemporary theories of learning and curriculum to teaching practice	Apply and review contemporary theories of learning and identify accurately their application to teaching practice
K2	Analyse concepts and issues underpinning and impacting on the lifelong learning sector	Analyse theories of learning that impact on practice in the lifelong learning sector
K3	Enhance subject specialist knowledge informed by a range of literature and research from appropriate organisations and individuals	
<b>C1</b>	Apply and interpret a range of educational literature and research	Use a range of educational literature and research to inform academic discussion
C2	Use coherent and supported argument to critically engage with issues in the lifelong learning sector	
C3	Review commonly-held ideas about teaching and learning and demonstrate the ability to be open and flexible in creating new approaches	Identify appropriate teaching and learning approaches and assessment techniques to deliver a particular subject specialism
<b>P1</b>	Achieve the teaching standards expected of a practitioner in the post 16 education context	Achieve the teaching standards expected of a practitioner in the post 16 education context in terms of planning for inclusive learning
P2	Create effective and stimulating opportunities for learning in the subject specific skills	
P3	Determine professional goals and enhance employability by developing the skills to reflect analytically on teaching practice	Explain the professional roles and responsibilities of a teacher in the lifelong learning sector
<b>T1</b>	Critically reflect on both academic and teaching	Reflect on teaching performance in the micro teaching session

	performance and create appropriate plans for improvement	and create an appropriate plan for improvement
T2	Demonstrate the independent learning ability and skills required for continuing professional development	
T3	Use a range of technology appropriate to the education context and subject specialism	
T4	Communicate appropriately and effectively to a target audience in written and spoken forms	Communicate appropriately to a target audience in written and spoken forms
T5	Work with colleagues to create personal and professional development	

## Assessment Chart

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Teaching, Learning and Assessment	<p>Peer assessment of trainee's application to practice through the development of example session plans (week 5) and assessment tools (week 7).</p> <p>Draft work for the essay is encouraged and during an assignment workshop there is an opportunity for one to one guidance (week 8).</p>	<p>Part 1 (50%) Report 1,500 words</p> <p>Part 2 (50%) Essay 1,500 words</p> <p>Part 3 (pass or refer) Micro-teaching session or lesson observation</p> <p><u>week 6 for full-time and week 10 for part-time (Y1)</u></p>
Exploring Learning Theories	<p>Peer assessment of trainee's application to practice.</p> <p>Reflection of an observed session to identify learning theories in action.</p> <p>Draft work for the essay is also encouraged and during an assignment workshop there is an opportunity for one to one guidance (week 20)</p>	<p>Part 1 Essay – 2,250 words (75%)</p> <p>Part 2 Annotated documents – 750 words (25%)</p> <p><u>Submission: Week 29 full and part-time (Y1)</u></p>
Developing Curriculum	<p>Contribute to a blog that answers key questions in the different sections of the Moodle book. The tutors will continually comment on the blog throughout the course. The tasks will include consultation with peers, mentors and managers</p>	<p>Part 1: 50% (1,750 words) Essay that describes and applies curriculum models.</p> <p>Part 2: 50% (1750 words equivalent) Curriculum proposal for a particular vocational area/subject that is fit for purpose for the context.</p> <p><u>Week 29 full and part-time (Y2)</u></p>
Developing Professional Practice	<p>Paired presentation that critically examines a key issue relating to evaluation or professional accountability in the LLS (week 25)</p> <p>Seminar paper on CPD models presented to peers (week 27)</p> <p>Workshop week and tutorials to prepare for submission of PPD portfolios. The portfolio is electronic and formatively assessed throughout the module.</p>	<p>Part 1: 50% Brochure (1750 words)</p> <p>Part 2: 50% A completed PPD Portfolio (equiv. 1750 words) Teaching observations and minimum core</p> <p><u>Week 40 full and part-time (Y2)</u></p>
Subject Specialist Pedagogy	<p>Students will be formatively assessed throughout the module via peer/tutor assessment of their subject specific issues, shared</p>	<p><b>Blog or journal entries – 3,500 (100%)</b> A Blog or collection of journal entries which explore salient issues in the students own specialist area/context and examine how</p>

	through their blogs, SWOT analysis, action plan and small group presentations.	these inform planning  <u>Week 16 full time and week 40 part-time Y1</u>
Teacher as Researcher	Seminar presentation of research proposal (week 19)  Individual tutorials arranged to monitor and feedback on progress towards summative assessment.	3,500 word report (100%)  <u>Week 40 full-time</u> <u>Week 16 part-time Y2</u>
ESOL/Literacy Teaching and Learning	Create a resource to support teaching and learning in your context; the resource should be underpinned by principles of Critical Discourse Analysis to develop critical language skills in your learners. Present the resource, with an explanation of the CDA principles which underpin it, to a group of your peers and use the feedback to inform your discussion in part 1 (c).  Lesson observation of practice run alongside the pathway.	2 components <ul style="list-style-type: none"> <li>• part 1 – Presentation pass or refer</li> <li>• part 1 – Report (1750 words) 50%</li> <li>• part 2 – Essay (1750 words) 50%</li> </ul> <u>Week 40 (full and part-time Y1)</u>
ESOL Theories and Frameworks	Present a case study of one learner. Within this case study: <ul style="list-style-type: none"> <li>• identify and explain factors that influence language and literacy acquisition, including barriers to learning for this learner</li> <li>• describe strategies to support this learner's motivation and aspirations and to overcome barriers to learning for this learner.</li> </ul>	2 components: <ul style="list-style-type: none"> <li>• part 1 – Essay (2000 words) 60%</li> <li>• part 2 – Text Analysis (1500 words) 40%</li> </ul> <u>Week 16 (full and part-time Y2)</u>
Literacy Theories and Frameworks	Present a case study of one learner. Within this case study: <ul style="list-style-type: none"> <li>• identify and explain factors that influence language and literacy acquisition, including barriers to learning for this learner</li> <li>• describe strategies to support this learner's motivation and aspirations and to overcome barriers to learning for this learner.</li> </ul>	2 components: <ul style="list-style-type: none"> <li>• part 1 – Essay (2000 words) 60%</li> <li>• part 2 – Text Analysis (1500 words) 40%</li> </ul> <u>Week 16 (full and part-time Y2)</u>
Numeracy, Teaching and Learning	Draft work will be encouraged and group discussion around teaching and learning strategies and assessment will be monitored to ensure appropriate application of theory to practice. Present a teaching and learning activity designed by you with	Part 1 – (50%) -1750 words Report: Create and justify appropriate inclusive learning and teaching strategies and resources that address the needs of learners in one particular context.  Part 2 – (50%) – 1750 words Essay: Evaluate the effectiveness of

	guidance on use. Tutor and peer feedback in preparation for Part 1	assessment strategies in your own practice with a focus on initial, diagnostic and formative strategies.  <u>week 40 (full and part-time Y1)</u>
Numeracy, Theories and Frameworks	Presentation : Distinguish the numeracy involved in an everyday or work related (vocational) task and devise strategies to support its development	Part 1 - 60% - 2000 words Essay : Complete a written commentary that explains how learning theories and the origins and status of mathematics have impacted on curriculum development and the teaching of numeracy  Part 2: - 40% - 1500 words Case Study: Present a case study of one learner <u>Week 16 (full and part-time Y2)</u>