

<p>Validated Programme Specification Pg Dip Education and Training Pg Dip Education and Training (with Teaching ESOL) PgDip Education and Training (with Teaching Literacy) PgDip Education and Training (with Teaching Numeracy)</p>

1.	Awarding Institution/Body	University of Bolton
2.	Teaching Institution	Bradford College
3.	Delivery Location(s)	Bradford College, David Hockney Building
4.	Programme Externally Accredited by (e.g. PSRB)	
5.	Award Title(s)	PgDip Education and Training PgDip Education and Training (with Teaching ESOL) PgDip Education and Training (with Teaching Literacy) PgDip Education and Training (with Teaching Numeracy)
6.	FHEQ Level	7
7.	Bologna Cycle	Second cycle qualifications
8.	JACS Code and JACS Description	X150 Training of Teachers – Adult Education
9.	Mode of Attendance	Full-time and part-time options offered
10.	Relevant QAA Subject Benchmarking Group(s)	Academic Studies in Education
11.	Relevant Additional External Reference Points	Overarching professional standards for QTLS (Qualified Teacher Learning and Skills)
12.	Date of Approval/Revision	January 2017

13.	Criteria for Admission to the Programme	<ul style="list-style-type: none"> • Honours degree. Candidates will normally be required to have at least a 2:2. • Minimum 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) • Significant relevant work experience for vocational subjects where this is necessary • Inservice only: confirmation of teaching hours and a suitable mentor • Pre-service only: enhanced DBS and health check
14.	Educational Aims of the Programme <ul style="list-style-type: none"> • To acquire a recognised teaching qualification which enables trainees to work effectively in the Lifelong Learning Sector; • Provide a programme of study that will enable students to develop specialist knowledge and skills which is informed by the most recent developments in educational research, professional body/ government policy; • Produce capable and well-rounded staff who will make a contribution to the rapidly changing Lifelong Learning Sector and to the local, regional and national economies; • To pursue an integrated and reflective approach to the learning process in which theory, academic understanding and workbased practice are inter-related and integrated through Masters level study; • To enhance Lifelong Learning Skills, continuing professional development and personal development, enabling students to work independently and with others. • To produce graduates with transferrable Level 7 academic, practical, employability and leadership skills. 	
15.	Learning Outcomes The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to	
Knowledge and Understanding		
K1	Address open-ended, realistic problems in order to develop a range of skills, knowledge and understanding of varied educational contexts and be able to offer a range of appropriate, creative solutions to these complex situations	
K2	Develop a critical understanding of concepts and theories underpinning the lifelong learning sector	
K3	Enhance subject specialist knowledge informed by a range of bodies and organisations including professional bodies, research organisations, Sector Skills Councils and benchmark groups	
Cognitive/Intellectual Skills		
C1	Determine professional goals and enhance employability by creating opportunities for reflection critically on teaching practice and application of knowledge in the Lifelong Learning Sector	

C2	Develop the academic and research skills required for study at masters level and effectively communicate information, ideas and arguments to both specialist and non-specialist audiences
C3	Synthesise diverse knowledge, evidence and concepts to promote deep understanding of current issues impacting upon the lifelong learning sector
Practical/Professional Skills	
P1	Operate creatively in complex and dynamic situations in a teaching and learning environment
P2	Have a critical understanding of the established and evolving/current issues governing good practice
Key Transferable Skills	
T1	Critically reflect on both academic and teaching performance and create appropriate plans for improvement
T2	Communicate appropriately to a target audience in written and spoken forms
T3	Demonstrate the independent learning ability and skills required for continuing professional development
T4	Use a range of technology appropriate to the education context and subject specialism
T5	Engage systematically with a range of colleagues to promote personal and professional development
Pathway Specific Outcome for Pathway 1 PGD in Education and Training (with Teaching ESOL)	
S1	(K) Have a critical understanding of the factors impacting on language acquisition and current theories relating to language systems
S2	(C) Analyse how language varies and how this influences literacy and language use for EAL or ESOL learners
S3	(P) Formulate and evaluate appropriate teaching and learning strategies for language learning in an ESOL or EAL context, informed by relevant theoretical considerations

	Pathway Specific Outcome for Pathway 2 PGD in Education and Training (with Teaching Literacy)
S1	(K) Appraise theories and concepts relating to language acquisition and literacy development
S2	(C) Analyse how language varies and how this influences literacy and language use
S3	(P) Formulate and evaluate appropriate teaching and learning strategies for language and literacy learning for a range of learners, informed by relevant theoretical considerations
	Pathway Specific Outcome for Pathway 3 PGD in Education and Training (with Teaching Numeracy)
S1	(K) Critically evaluate the developing concept of numeracy and mediating factors including consideration of current theories relating to numeracy acquisition.
S2	(C) Analyse numeracy in context and the implications for numeracy teaching and learning
S3	(P) Formulate teaching and learning strategies for numeracy learning, informed by relevant theoretical considerations
16.	<p>Key Learning & Teaching Methods</p> <p>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 include technological tools and techniques.</p> <p>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. Reflective practice is modelled by tutors so enabling trainees to draw on their experience to apply concepts and evaluate theory. Trainees will be encouraged to insightfully question the knowledge so far taken for granted in their personal experience as both learners and teachers.</p> <ul style="list-style-type: none"> • Interactive whole class teaching • Teaching practice/placement • Group discussions • VLE • IT workshops • Observations of teaching • Lectures • Peer observations • Mentor support • Micro teaching • Peer support • Reflection on teaching practice • Visiting speakers • Written and verbal feedback from tutors and mentors • Action planning • Video and Podcasts • Social networks

17.	<p>Key Assessment Methods</p> <ul style="list-style-type: none">• Reflective commentary/analysis• Portfolio• e-Portfolio• observation of teaching• Report• Planning documents• Essay• Critical evaluation• Presentation and micro teaching• Case study <p>There are multiple points in these programmes for professionals to reflect on their current practices with a view to improving and enhancing that practice for the benefit of those they are teaching or training. The ability to carry out critical reflection is an essential feature of the assessment process at masters level. Written work must be evidenced using a wide range of appropriate sources and the ability to synthesise concepts and theories to create new insights is assessed in all modules.</p>
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18.	Programme Modules					
	Level 7					
	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
		Generic Pathway				
		Teaching, learning and assessment	20	Core	✓	
		Theories that underpin teaching and learning	20	Core	✓	
		Designing and Developing Curriculum	20	Core	✓	
		Developing professional practice	20	Core	✓	
		Subject specialist pedagogy	20	Designated Core	✓	
		Researching teaching	20	Designated Core	✓	
		Pathway 1 – ESOL				
		ESOL learning and teaching	20	Designated Core	✓	
		ESOL theories and frameworks	20	Designated Core	✓	
		Pathway 2 – Literacy				
		Literacy learning and teaching	20	Designated Core	✓	
		Literacy theories and frameworks	20	Designated Core	✓	
		Pathway 3 – Numeracy				
	Numeracy, learning and teaching	20	Designated Core	✓		
	Numeracy theories and frameworks	20	Designated Core	✓		

19. Programme Structure

Overview of structure of the modules across the Academic Year. Placement starts in Term 1 and continues throughout the academic year and links to the academic modules. The portfolio of evidence deriving from the placement is assessed as 50% of the modules Developing Professional Practice.

Full-time 1 Year pre-service programme

2nd Sept – end of Sept	Term 1
Teaching, Learning and Assessment 20cp (core)	Subject Specialist Pedagogy or Theories and Frameworks for ESOL, or Theories and Frameworks for Literacy, or Theories and Frameworks for Numeracy, or 20 cp
	Researching Teaching 20 cp (not pathways)

Term 2	Term 3
Theories that Underpin Teaching and Learning (Core) 20 cp and Designing and Developing Curriculum 20 cp (core)	Developing Professional Practice (core) and, for pathways Learning and Teaching for ESOL, or Learning and Teaching Literacy, or Learning and Teaching Numeracy, or 20 cp
Researching Teaching 20cp (not pathways)	

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 (in or pre-service)

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

YEAR 1		
Term 1	Term 2	Term 3
Teaching, Learning and Assessment (core)	Theories that Underpin Teaching and Learning (core)	Designated core module: Subject Specialist Pedagogy or Subject Specialist Pedagogy, or Theories & Frameworks for ESOL, or Theories and Frameworks for Literacy, or Theories and Frameworks for Numeracy
YEAR 2		
Term 1	Term 2	Term 3
Designated core module: Researching Teaching or Learning and Teaching for ESOL, or Learning and Teaching Literacy, or Learning and Teaching Numeracy	Designing and Developing curriculum (core)	Developing professional practice (core)

20. Support for Students and Their Learning

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 (Moodle). 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.

Blended learning and Moodle support

Trainees will have access to specialist resources a Virtual Learning Environment (VLE). The 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>Designing and Developing the 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>Mentor support</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>
21.	<p>Distinctive Features</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 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.</p> <p>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.</p> <p>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 the 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</p>

	<p>research and academic texts.</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.</p> <p>The programme also enables teachers to also become qualified in a range of specialist areas: ESOL, literacy, and numeracy.</p> <p>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.</p>
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Map of Outcomes to Modules

An "A" in the box indicates where the programme outcome is assessed.

Module Name	K1	K2	K3	C1	C2	C3	P1	P2	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
Teaching, Learning and Assessment		A	A	A			A		A	A												
Theories that Underpin Teaching and Learning	A	A			A		A		A	A												
Designing and Developing Curriculum		A		A	A	A		A	A	A		A	A									
Developing Professional Practice	A	A	A	A	A	A		A	A	A	A											
Subject Specialist Pedagogy		A	A		A		A		A	A		A	A									
Researching Teaching	A				A		A		A	A	A											
ESOL/Literacy Learning and Teaching	A			A			A	A	A							A			A			
ESOL Theories and Frameworks	A	A		A	A	A		A	A					A	A							

Module Name	K1	K2	K3	C1	C2	C3	P1	P2	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
Literacy Theories and Frameworks	A	A		A	A	A		A	A								A	A				A
Numeracy, Learning and Teaching	A			A			A	A	A											A	A	
Numeracy Theories and Frameworks	A	A		A	A	A		A	A					A	A							

Assessment Chart

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Teaching, Learning and Assessment	<p>Trainees will develop schemes of work, session plan, learning outcomes and teaching strategies and activities. They will receive tutor and peer evaluation and feedback on these materials and approaches. Assessment strategies and materials will also be developed and evaluated by tutor and peers.</p> <p>Draft work will be structured within assignment workshops and feedback given by peers and tutor. Further tutor feedback will be available for developed draft work.</p> <p>Verbal and written feedback will be given for Task 3 by tutor and peers to inform final reflection and evaluation for submission.</p> <p>Week 3 (full-time) Weeks 7 (part-time)</p>	<p>Part 1 (60%) Essay 2500 words Critically appraise the role and responsibilities of a teacher, including planning and assessment, with reference to current or future teaching practice. (Learning Outcomes 1,2,3,4,5,6,8)</p> <p>Part 2 (40%) Micro-teach and reflective evaluation 1500 word equivalence Plan and deliver a micro-teach. Reflect on planning, delivery and feedback to identify your strengths and areas for development. (Learning Outcomes 2,3,4,5,6,7,8,9)</p> <p>Week 5 (full-time) Week 16 (part-time)</p>
Theories that Underpin Teaching and Learning	<p>All trainees will have had a lesson observation by the midway point of the module. This provides them with an opportunity to receive feedback on how theories of learning are integrated in their practice. This is a key focus of the first observation and the discussion that takes place with their tutor. There is also an assignment tutorial where progress and issues with the essay are discussed with peers and the module tutor. Submission of drafts of essays is encouraged.</p>	<p>Essay 100% - (4,000 words) Critically evaluate a range of theories of learning and make judgements about which are the most useful in terms of developing your own teaching practice, and in providing an inclusive and democratic learning experience. Learning Outcomes 1,2,3,4,5,6,7) Week 29</p>
Designing and Developing Curriculum	<p>Contribute to a blog that answers key questions in the different sections of the Moodle 'book'. Tutors give feedback on a weekly basis as an agreed minimum.</p>	<p>Part 1 (50%) – essay 2,500 words Describe, apply and evaluate curriculum ideologies and models (LO 1,3,7)</p> <p>Part 2 (50%) – curriculum proposal 2,500 word equivalent Construct a proposal for a curriculum in the form of an annotated scheme of work and accompanying resources. This should outline the curriculum offer to a defined group of students at a particular level and justify the delivery and assessment methods used (initial, diagnostic, formative and summative). Annotate the proposal to demonstrate the theories and models that underpin the curriculum. The factors that have influenced the curriculum offer</p>

		<p>should be clearly identified and the needs of individual learners taken into account. Methods to evaluate the curriculum by students should be built into the proposal and clear links made to quality assurance and quality improvement processes and systems (LO 2,4,5,6,7)</p> <p><u>Week 29</u></p>
Developing Professional Practice	<p>On-going feedback from mentors and tutors on the evidence developed within the electronic PPD portfolio over the entire course. This is summative assessed in Part 3 of this module. Trainees receive a minimum of 6 individual tutorials to review progress and set targets during the course. During this module more frequent informal checks of progress on completing the Portfolio are followed up with targets and actions for the trainee.</p> <p>Group tutorial workshops are also run in this final module to support the compiling of the PPD portfolio. Trainees review progress and receive tutor and peer support and guidance.</p> <p>Eight lesson observations take place at intervals throughout the course, feedback is given, action plans are developed and reflections produced. Trainees receive regular feedback on all of these elements.</p> <p>Paired presentations that critically examine a key issue relating to evaluation or professional accountability in the LLS take place in week 5 of the module and trainees receive peer and tutor feedback.</p>	<p>Part 1: 50% 2500 words Critically examine concepts of professionalism, core professional values, CPD and reflective practice and relate these concepts to your own role as a teacher or trainer in the lifelong learning sector (LO 1,2,4,5,8)) <u>Term 3 week 8</u></p> <p>Part 2: 50% A completed electronic PPD Portfolio. Plus a reflective account, 2500 word equivalent, of your personal and professional development during the course Including:</p> <ul style="list-style-type: none"> • Your academic development • Your own teaching practice, including feedback from mentors and tutors plus reflections on your development (minimum of eight observations – more if required) • Effective mapping to standards specified in the minimum core • Reflection on the presentations in part 1 • Evaluation of your experience of CPD and preferred future activities <p>(LO 3,4,6,7,8,9) <u>Week 40</u></p>
Subject Specialist Pedagogy	<p>Students will be formatively assessed throughout the module by peers and the tutor on their subject specific issues. These will be shared through their blogs and small group presentations. Students will be encouraged to share their resources to demonstrate progress of research.</p>	<p>100% 4000 words Develop a series of blog or journal entries which critically evaluate contemporary issues in your own specialist subject, including creating resources and using learning technology. (Learning Outcomes 1,2,3,4,5,6,7,8)</p> <p>Week 40 part time Week 16 full time</p>

<p>Researching Teaching</p>	<p>Trainees will submit a proposal to be approved by the tutor before commencing with the project. This will be the basis for initial feedback and guidance. Midway through tutor groups will meet to discuss progress and challenges and so receive both tutor and peer feedback. Two scheduled 1:1 tutorials are arranged for each trainee and tutors are available at other times via email, social media and meetings as and when necessary to provide feedback.</p>	<p>Pass/Fail: ethical clearance of proposal</p> <p>5,000 word report (100%) Carry out an Action Research project on one aspect of own teaching and learning practice, taking into account ethical considerations. Present and critically evaluate the research and key findings in an appropriate format (LO 1,2,3,4,5,6,7, 8)</p> <p><u>Week 16 part time</u> <u>Week 40 full time</u></p>
<p>ESOL/Literacy Learning and Teaching</p>	<p>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 a critical explanation of the CDA principles which underpin it, to a group of your peers</p>	<p>Essay - 5,000 words (100%) Plan a teaching and learning strategy, covering at least 8 hours of teaching and learning, which addresses the needs of learners in a particular context. Incorporate a variety of methodologies and opportunities for the development of all four skills. Include a brief outline of the teaching and learning context, session plans and supporting resources.</p> <p><u>Week 40 part time</u> <u>Week 40 full time</u></p>
<p>ESOL Theories and Frameworks</p>	<p>Present a case study of one learner. Within this case study:</p> <ul style="list-style-type: none"> • identify and evaluate the significance of factors that influence language and literacy acquisition, including barriers to learning for this learner, drawing on recent research about a variety of factors • describe and evaluate the usefulness of strategies to support this learner's motivation and aspirations and to overcome barriers to learning for this learner 	<p>Part 1: Essay – 3,000 words (60%) Identify two or three puzzles/concerns within your own practice. Critically examine how theories of learning and second language acquisition could shed light on these concerns and assess their relevance to your practice. Use the case study as an appendix to illustrate your points (LO 1,3,5)</p> <p>Part 2: Text analysis/ teaching & learning strategy – 2,000 words (equivalent) (40%) a) Choose two pieces of authentic text - one spoken and one written – which you may use with learners and analyse these at text and discourse level, at sentence and phrase level and at word level. b) Prepare and justify a lesson plan, with accompanying resources, which incorporates an aspect of grammar that appears in one of the texts analysed in part 1 (a) (LO 2,4,5)</p> <p><u>Week 16 full time</u> <u>Week 16 part time</u></p>
<p>Literacy Theories and Frameworks</p>	<p>Present a case study of one learner. Within this case study:</p> <ul style="list-style-type: none"> • identify and evaluate the significance of factors that influence language and literacy acquisition, including barriers to learning for this learner, 	<p>Part 1: Essay – 3,000 words (60%) Identify two or three puzzles/concerns within your own practice. Critically examine how theories of learning and first and second language acquisition could shed light on these concerns and assess their relevance to your practice. Use the case study as an appendix to illustrate general points</p>

	<p>drawing on recent research about a variety of factors</p> <ul style="list-style-type: none"> describe and evaluate the usefulness of strategies to support this learner's motivation and aspirations and to overcome barriers to learning for this learner 	<p>Part 2: Text analysis/ teaching & learning strategy – 2,000 words (equivalent) (40%)</p> <p>a) Choose an authentic text you could use with learners and, within this text, analyse the use of coordination and subordination.</p> <p>b) Prepare and justify a lesson plan, with accompanying resources, which concentrates on an aspect of coordination or subordination identified in part 1 (a)</p> <p><u>Week 16 full time</u> <u>Week 16 part time</u></p>
Numeracy, Learning and Teaching	<p>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.</p> <p>Student Presentation: Students present a teaching and learning activity designed by them with guidance on use. A rationale with reference to theory is expected.</p> <p>Personal Development: Students will complete a diagnostic skills audit of personal mathematic skills and knowledge and application of numeracy pedagogy. Utilizing the professional learning portal online at the NCETM – National Centre for Excellence in Teaching Mathematics web site. Leading to Action Planning and guided personal development.</p>	<p>Part 1 – (50%) – 2500 words</p> <p>Report: Create and justify appropriate inclusive learning and teaching strategies and resources that address the needs of learners in one particular context. Show how aspects of these strategies and resources can</p> <ul style="list-style-type: none"> be adapted for other contexts develop the language and literacy of mathematics. <p>(LO1,3,4,5)</p> <p>Part 2 – (50%) – 2500 words</p> <p>Essay: Critically evaluate the effectiveness of assessment strategies in your own practice with a focus on initial, diagnostic and formative strategies. (LO2)</p> <p><u>Week 40 part time</u> <u>Week 40 full time</u></p>
Numeracy Theories and Frameworks	<p>Presentation : Distinguish the numeracy involved in an everyday or work related (vocational) task and devise strategies to support its development</p> <p>Personal Development: Review and demonstrate progress in the personal and pedagogical skills needed as numeracy teachers, drawing on the skills audit completed in Numeracy Teaching and Learning.</p> <p>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</p>	<p>Part 1 - 60% - 3000 words</p> <p>Essay : Complete a written commentary that appraises how learning theories and the origins and status of mathematics have impacted on curriculum development and the teaching of numeracy (LO2 and 5)</p> <p>Part 2: - 40% - 2000 words</p> <p>Case Study: Present a case study of one learner which includes consideration of:</p> <ul style="list-style-type: none"> the learners personal mathematics history a range of personal and social factors that may influence numeracy acquisition strategies to support motivation, aspirations and overcome barriers to learning <p>(LO1 and 5)</p> <p><u>Week 16 full time</u> <u>Week 16 part time</u></p>