

Part 1: PROGRAMME SPECIFICATION**Course Record Information**

Name and level of Final and Intermediate Awards	Certificate: Additional Diploma in Teaching English (Literacy and ESOL) in the Lifelong Learning Sector Levels 5 and 6 Certificate: Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector Level 4 and Level 5/6
Awarding Body	University of Westminster
Location of Delivery	University of Westminster Education Consortium Colleges: <ul style="list-style-type: none"> • Amersham & Wycombe College • City Literary Institute • College of North West London • Ealing, Hammersmith and West London College • Harrow College • Newham College • Richmond Adult Community College • Uxbridge College • West Thames College
Mode of Study	Part-time, in-service
UW Course Code	BCADAWD /N Amersham & Wycombe BCADCTD /N City Literary Institute BCADCND /D College of North-West London BCADEAD /N Ealing, Hammersmith & W. London BCADHAD /N Harrow college BCADNED /N Newham college BCADRCD /N Richmond Adult Community College BCADUXD /N Uxbridge College BCADWTD /N West-Thames College
JACS Code	X141
UCAS Code	Not applicable
QAA Subject Benchmarking Group	Education Studies
Professional Body Accreditation	LLUK
Date of initial course approval/last	17 June 2008

review	
Date of Programme Specification	July 2012
<p>Admissions Requirements</p> <p>Normally those applying to join the Course will:</p> <ol style="list-style-type: none"> 1) be regularly employed in the education or training of participants in post-compulsory education for normally at least an average of 5 hours per week or 150 hours a year in an approved placement, including a minimum of four hours a week relevant Literacy and ESOL or Numeracy teaching practice; 2) have responsibility for the group that they are teaching for planning and assessing the learning. The group would normally consist of a minimum of 6 learners. However, if applicants are teaching learners with specific learning difficulties or differences, in prison or in other appropriate environments when numbers are lower, the course leader may exceptionally agree admission to the course; 3) hold a generic teacher training qualification such as Certificate in Education/PGCE or equivalent; 4) hold a minimum of a level three vocational qualification or a professional or academic qualification (such as a degree or higher diploma) in the subject they teach; 5) be able to use Information Technology for word processing assignments and preparing teaching materials; 6) have qualifications in their specialist subjects that reflect level 3 requirements in accordance with industry standards. For numeracy, the candidate must be able to demonstrate mathematical skills at Level 3; for Literacy and ESOL, the candidate should demonstrate English skills beyond all existing Level 2 qualifications. 7) Pass in the specialist initial diagnostic assessment and interview tasks. 8) All applicants must have a current Criminal Records Bureau check and they need to provide that certificate to the course leader at the beginning of the course. 9) Participants are required to log 150 hours of teaching practice in Literacy and ESOL contexts at different levels (e.g. minimum 2 of the 3 levels of the ESOL curriculum: Entry level, Level 1 and Level 2). LSIS guidance states that approximately 35% of the teaching practice hours should be with classes where the intention is to provide literacy teaching and another 35% should be with classes where the intention is to provide ESOL teaching. The remaining 30% can be in either context. However, LSIS has also indicated that it is possible that participants would teach in one discipline (say, ESOL) and observe classes in the other discipline (Literacy – or vice versa). Teaching practice would therefore be linked to the <i>intention to practise the discipline</i>, rather than the teaching placement itself. In the catchment area for the consortium colleges, it is highly likely that Literacy classes will include students with ESOL needs and vice versa. <p>The University has a standard requirement that candidates should hold GCSE minimum grade C (or equivalent) in Maths, English and three other subjects.</p>	

Candidates should be prepared to undertake literacy, numeracy and other specified assessments that the Institute for Learning require for QTLS.

In exceptional circumstances, applicants whose qualifications do not accord with point 6) of this specification may be admitted, provided such applicants can show evidence at their interview and in the written test of the ability to benefit from this course of study and relevant industrial, commercial or professional experience.

Participants must sign the *Learning Agreement* and ask their line manager to sign the *Employer Permission Guarantee* before starting the course.

All applicants will undertake rigorous diagnostic assessments and tasks as well as one to one and group interviews by the Course Leader before admission on to the course. The purpose of the interviews is to review the applicant's current and previous teaching experience and qualifications, clarify his/her expectations of the course and discuss its content and workload. This will also ascertain whether applicants have sufficient skills to successfully undertake the course, and will also diagnose specific support needs. If applicants cannot demonstrate that they have these skills as a result of recent completion of a CertEd/PGCE or equivalent they will be asked to take a specialist initial diagnostic assessment. Unsuccessful applicants will be given guidance on the steps they should take to acquire the necessary skills/experience/qualifications.

Applicants are strongly encouraged to declare any disabilities they may have when they apply for the course. This will enable the teaching team to support the participant's learning more effectively. The team will also provide other opportunities following registration for participants to declare disabilities.

In order to get QTLS, participants will need to have Literacy and Numeracy qualifications at level 2 as specified by the Institute for Learning. Entrants without certificated evidence of holding both may be offered a place conditional upon obtaining such awards. Tracking participants' progress with these skills will form part of the Individual Learning Plan (ILP) process within the course.

In circumstances where applicants do not hold level 3 subject specialist qualifications, the Course Leader will have discretion to consult with specialist colleagues concerning the applicant's equivalent professional/industry experience. Similarly, development needs associated with updating a participant's specialist skills will be managed in partnership with specialist colleagues as appropriate.

All offers are conditional on receiving proof of a successful Enhanced Criminal Record Bureau (CRB) check, and a reference from the participant's primary employer verifying teaching, guaranteeing to provide a workplace Subject-Specialist Mentor, and supporting requirements for assessment and the ILP. In exceptional circumstances, the programme will offer to provide a Subject-Specialist Mentor if a participant's employer is - despite interventions - unable to resource appropriate mentoring. This mentor may be drawn from the college's own staff or from a 'pool' of peripatetic mentors created as part of the Westminster Partnership, a Centre for

Excellence in Teacher Training (CETT), which is a collaboration between Westminster University, Oxford Brookes University and both their partner colleges.

Aims of the Course

The course aims to foster a critical understanding of teaching subject specialisms in the Lifelong Learning Sector. The Certificate: The Additional Diploma in Teaching English (Literacy and ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector aims to provide teachers who hold a generic qualification in teaching with the ability to build on their educational knowledge and professional expertise in learning and teaching by applying this to the teaching of subject specialisms. This will meet the Government requirement from September 2008 that all teachers of ESOL, Literacy and Numeracy must meet the new SVUK standards for *Skills for Life* lecturers in order to remain in employment and achieve QTLS Qualified Teacher, Learning and Skills sector.

At all stages of the course participants will be facilitated in:

- developing reflective and analytical approaches to theory and practice in the delivery of your subject specialism in the Lifelong Learning Sector;
- engaging effectively with impact of rapid change in the Lifelong Learning Sector the delivery of your subject specialism;
- evaluating a range of theoretical perspectives and linking these to in the delivery in practice of your subject specialism in the Lifelong Learning Sector;
- evaluating own practice in the light of a range of educational theory of lifelong learning; and
- enhancing your career and professional development planning skills.

Employment and Further Study Opportunities

Participants are already a full-time, part-time or fractional member of staff in the Lifelong Learning Sector, with a generic teaching qualification. The Certificate: Additional Diploma in Teaching English (Literacy and ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector, a course which is rooted in participants' work-place practice, will help them develop their Literacy and ESOL or Numeracy teaching skills, with continuous professional development, possibly leading to Advanced Practitioner status or helping participants to become managers.

Learning Outcomes

Learning outcomes state what successful learners have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that participants will have gained on successfully completing a course. Each module has specific learning outcomes, the achievement of which will support participants in applying their previous knowledge to their subject specialism teaching. This role as described by Lifelong Learning UK (LLUK) includes participants' ability, within their subject specialism, to:

- plan, deliver and evaluate teaching sessions that meet the individual needs of learners;
- select appropriate teaching materials for their subject specialism from the range available;
- develop learning and teaching materials for their subject specialism;

- apply appropriate learning and teaching strategies that take account of individual learner's needs;
- contextualise own practice within the demands of the subject specialism;
- use a range of assessment activities that produce valid, reliable and sufficient evidence to assess learner performance and monitor learner progress;
- evaluate effectiveness of different methods of feedback as a tool for learning;
- facilitate opportunities for learner feedback;
- reflect on, evaluate and develop own practice;
- collaborate with others to improve own performance;
- identify own continuing professional development needs taking into account the changes at all levels in the Lifelong Learning Sector;
- identify theories of learning and teaching, which are relevant to own subject specialism;
- develop teaching practice through reference to relevant theories of learning;
- plan learning activities as a member of a team;
- evaluate and develop the curriculum; and
- give constructive feedback to learners.

Knowledge and Understanding

On successful completion of the course, within the context of teaching your subject specialism, participants will be able to:

- design, implement and evaluate specific teaching programmes applying sound principles of learning, teaching, assessment and evaluation;
- describe, and address, a range of issues relating to equality, inclusion and managing student diversity in learning, teaching and assessment;
- apply a range of the literature on theory and practice within the Lifelong Learning Sector to own practice; and
- identify services available to support learners and enhance their access and progression.

Specific Skills

On successful completion of the course, participants will be able to:

- analyse the needs and abilities of their learners and explore a variety of ways of responding to these including the personalisation of the curriculum;
- manage classroom activities and learning with confidence;
- further develop own Language, Literacy and Numeracy skills and be able to support those of their learners;
- develop own knowledge of grammar, lexis and phonology in relation to classroom delivery;
- develop and use e-learning skills to enhance their learners' learning; and
- deliver, support and advise on the embedding of Skills for Life specialisms in other programmes

Key Transferable Skills

On successful completion of the course, participants will be able to identify the professional and transferable skills necessary to progress within their career and to further their continuous professional development.

Learning, Teaching and Assessment Methods

The course team has selected educational methods that are designed to meet the aims and objectives of the course and to support the development of participants' intellectual, professional and personal abilities as they progress through the course. A variety of teaching and active learning methods are used, reflecting a commitment to student-centred learning. Although teaching is often in a tutor-led framework, there are opportunities for participants to lead presentations and seminars and to focus on areas of particular interest through microteaching. Oral presentations based on their own research, enable participants to share their findings with other course participants and improve their own communication skills.

Participants are expected to read appropriate texts and to prepare in advance for discussions. There are workshops and other group activities such as role plays and case studies that help clarify concepts and issues. All these methods also foster co-operation and collaboration leading to good teamwork that the course team hopes will be incorporated into participants' teaching and workplace as appropriate.

All modules are intended to develop and extend study skills so that participants will be able to establish effective study skills in their own learners.

Participants will present a portfolio of evidence on completion of each module to demonstrate that they have achieved the relevant learning outcomes and satisfied the requirements of the University and regulatory bodies. Evidence may include written work, annotated documents, teaching materials, case studies, handouts, notes and commentary on presentations, self-assessment, peer assessment and the results of small-scale research. Participants must also show an awareness of the educational possibilities of electronic resources.

The assessment consists of a number of assignments or 'patches' for each module. These 'patches' aim to explore key issues and concepts for practitioners who are teaching in the Lifelong Learning Sector. Patchwork evidence is designed to be process-orientated in that they facilitate opportunities for participants to digest, reflect on, evaluate and re-define ideas and practices. The patches must be prepared sequentially. Participants can also make links between the patches through cross-referencing rather than viewing each patch as a discrete piece. Participants are expected to write in a reflective style using the first person. Discussions and guidance on writing style will be embedded within the course.

Participants are also expected to cite appropriate sources in the patches and to attach to each draft patch a bibliography of all the sources they have consulted. We strongly suggest that participants cite from two books/journals for every web reference. The Harvard system of referencing must be used. Participants will be given formative feedback consisting of written comments on one draft of each patch and they will be assessed on whether they have demonstrated the learning outcomes associated with each patch. Participants will present a portfolio of evidence (made up of the patches) on completion of each module to demonstrate that they have achieved the relevant learning outcomes and satisfied the requirements of SVUK. Evidence may include written work, annotated documents, teaching materials, case

studies, handouts, posters, audio/video recordings, notes and commentary on presentations, self-assessment, peer assessment and the results of small-scale research. Participants must also show an awareness of the educational possibilities of electronic resources.

Participants will be supported by Subject Specialist Mentors and Personal Tutors. There will be at least four teaching observations over the duration of the course, as part of the *Observation for Specialists* module, where these experienced staff will observe participants undertaking their teaching in their specialist subject, and will provide participants with constructive feedback on their approaches. Individual Learning Plans (ILPs) will be used to encourage participants to become reflective practitioners and for continuous professional development.

Course Structure

Each course is a one year, part-time, in-service course consisting of three nationally required core modules and normally the *Observation for Specialists* module, all of which you must pass. The *Observation for Specialists* module ensures that participants are observed, and receive feedback on teaching in their specialist subject. However, if participants can demonstrate that they have undertaken this as part of their recently completed CertEd/PGCE or equivalent, they will be granted exemption from this module. There are no student options. The modules follow with a diagram of the course structure.

The Certificate: Additional Diploma in Teaching English (Literacy and ESOL) in the Lifelong Learning Sector

- English (Literacy and ESOL) and the Learners (20 credits) Level 5
- English (Literacy and ESOL) Theories and frameworks (20 credits) Level 5
- English (Literacy and ESOL) Learning and Teaching (20 credits) Level 5/6
- Observation for Specialists (0 credits)

The Certificate: Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

- Numeracy and the Learners (15 credits) - level 4
- Developing Numeracy Knowledge and Understanding (15 credits) - level 5
- Numeracy learning and teaching (15 credits) - level 5/6
- Observation for Specialists (0 credits)

Certificate: AddDip Literacy & ESOL

Additional Diploma in Teaching English (Literacy & ESOL)

Semester One

Semester Two

Concomitant

	7LLS499 Observation for Specialists – OBS –	0 credits
(LE)	Depending on entry qualifications	

Year 1

7LLS517 English (Literacy & ESOL) & the Learners – ELL – 20 credits	7LLS518 English (Literacy & ESOL) Theories & Frameworks – ELTF – 20 credits
(LE)	(LE)

Year 2 or Concomitant

7LLS519 / 7LLS619 English (Literacy & ESOL) Learning & Teaching – ELLT –	20 credits
(LE)	

All learners should make sure that they have and keep for reference a copy of the current edition of the general University handbook called *Essential Westminster*. The following course specific requirements are in accordance with the University's *Modular Framework for Undergraduate Courses* and relevant sections of the *Handbook of Academic Regulations*. As a part-time, one-year course there is no formal progression requirement from one year of study to another, but if participants need to be re-assessed or to re-take a module, they will be advised as to how to schedule their studies so as to achieve the most successful outcome.

- To qualify for the award of Certificate: Additional Diploma in Teaching English (Literacy and ESOL) in the Lifelong Learning Sector a student must have passed the core modules worth 60 credits at Credit Level 5 or above, and have achieved a pass in the *Observation for Specialists* module.
- To qualify for the award of Certificate: Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector a student must have passed the core modules worth 45 credits at Credit Level 4 and 5 or above, and have achieved a pass in the *Observation for Specialists* module.

Support for Students

On arrival, an induction programme will introduce participants to the staff responsible for the course, the college in which they will be studying, the Library and IT facilities and to the Course Administration. Participants will be provided with the Course Handbook, which provides detailed information about the course. Participants are allocated a Personal Tutor who can provide advice and guidance on academic matters. Participants will also have a Subject Specialist Mentor who will provide advice and guidance on their subject specialism.

Participants will also access course books through the Library at the college in which you study. Participants will also have access to the College IT services. Additionally, learning support includes specified access to the University Library and IT services, and the resources of the University's Westminster Exchange.

Reference Points for the Course

Internally:

- University of Westminster Learning, Teaching and Assessment Strategy.
- Handbook of Academic Regulations.
- Quality Assurance and Enhancement Handbook.

Externally:

- DBIS/DFE requirements: *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector*.
- Lifelong Learning UK and Standards Verification UK: *Developing Qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England*.
- Lifelong learning UK and Skills for Business *Addressing language, literacy, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills*.

- Qualifications and Curriculum Authority (QCA).
- Higher Education Quality Assurance Agency (QAA): Academic Infrastructure.
- SEEC Level Descriptors.

Quality Management and Enhancement

Course Management

The Certificates: Additional Diploma in Teaching English (Literacy and ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector are part-time modular courses planned within the University of Westminster Undergraduate Modular Framework, and run over two semesters. The courses can be delivered alongside the Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) and Professional Graduate Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) provision from which the core modules are drawn.

The University's Westminster Exchange is the host department in the University for the courses, but these are delivered through its consortium of partner colleges. Each partner college course has its own Course Leader, Pathway Leader and teaching team drawn from the college. Additionally, a Consortium Programme Leader is based in the University's Westminster Exchange.

The University and the partner colleges are, with Oxford Brookes University and its partner colleges, part of a Centre for Excellence in Teacher Training (CETT), *The Westminster Partnership CETT*. This CETT provides a range of initiatives, materials and resources to support the course provision and enhance participants' learning opportunities and experiences, and to help guide their future practice.

Course Approval, Monitoring and Review

The Certificates: Additional Diploma in Teaching English (Literacy and ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector are validated, monitored and reviewed by the University as part of its standard quality assurance procedures. Course annual monitoring ensures that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is endorsed by LLUK, to ensure that it meets the requirements for the Institute for Learning professional status.

The course is subject to annual monitoring by the University, through the Westminster Exchange, and to the quality control mechanisms operating at the relevant college. The Course Leaders from each college will submit a Course Leader's report to the University, including reports from the Module Leaders, together with Course Committee minutes (a student-staff Course Committee will be held at each college at least twice each year), evidence of student progression and achievement and the reports from the External Examiners, to evaluate the effectiveness of the course. The University Quality Assurance and Enhancement Committee audits this process and the outcomes are reported to the Academic

Council of the University, which has overall responsibility for the maintenance of quality and standards in the University. Annual monitoring procedures will be conjoint with that for the CertEd/PGCE (Diploma in Teaching in the Lifelong Learning Sector).

Student Involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the committee to represent the views of their peer group in the discussions held at the committee. The Course Leader provides an induction to the role of the Course Committee. The Course Committee will be conjoint with that for the CertEd/PGCE (Diploma in Teaching in the Lifelong Learning Sector)

Students are asked to complete an end-of module questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course.

For More Information About This Course:

Amersham & Wycombe: Colm McConway, cmccconway@amersham.ac.uk

City Lit, Wendy Moss, Wendy.Moss@citylit.ac.uk

Harrow: Suzanne Levy, slevy@harrow.ac.uk

Richmond: Janet Ghuman, janet.ghuman@racc.ac.uk

EHWL: Ben Beaumont, ben.beaumont@wlc.ac.uk

CNWL: Enesa Sparavalo, enesa.sparavalo@cnwl.ac.uk

Newham: Andrea McMahon, Andrea.McMahon@newham.ac.uk

Uxbridge: Linda Austin, LAustin@uxbridgecollege.ac.uk

West Thames: Mandy Kuijvenhoven, Mandy.Kuijvenhoven@west-thames.ac.uk

Please note: This Programme Specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook (Part 2) provided to learners and the module handbooks that provide more detailed information on the specific learning outcomes, content, learning, teaching and assessment methods for each module.