

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

Name and level of Final and Intermediate Awards	<p>Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector)</p> <p>There are three pathways:</p> <p>Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) Generic pathway Level 4 and 5</p> <p>Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) Literacy and ESOL pathway Level 4 and 5</p> <p>Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) Numeracy pathway Level 4 and 5</p> <p>For each pathway, there is the following interim award: Certificate of Special Study in the Lifelong Learning Sector (Certificate in Teaching in the Lifelong Learning Sector) Level 4</p> <p>Both awards incorporate the PTLLS (Preparing to Teach in the Lifelong Learning Sector), a 12 credit module; participants who leave the programme having completed this will receive a transcript to that effect.</p>
Awarding Body	University of Westminster
Location of Delivery	<p>University of Westminster Education Consortium Colleges:</p> <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	BCEDAWC: Amersham & Wycombe College

	<p>BCEDCTY: City Literary Institute BCEDCNW: College of North West London BCEDHWL: Ealing, Hammersmith and West London College BCEDHAR: Harrow College BCEDNEW: Newham College BCEDRCC: Richmond Adult Community College. BCEDUXB: Uxbridge College BCEDWTC: West Thames College</p>
JACS Code	X141
UCAS Code	Not applicable
QAA Subject Benchmarking Group	Education Studies
Professional Body Accreditation	LLUK
Date of initial course approval/last review	29 June 2007
Date of Programme Specification	May 2012
<p>Admissions Requirements 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 the Lifelong Learning Sector for normally at least an average of 5 hours per week or 150 hours a year in an approved placement; 2) have responsibility for the group that they are teaching for planning and assessing the learning, unless they are undertaking only the Certificate of Special Study in the Lifelong Learning Sector (60 credits at Level 4). 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 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; 4) be able to use Information Technology for word processing assignments and preparing teaching materials; and 5) hold GCSE minimum grade C (or equivalent) in English Language, Mathematics and three other subjects and be prepared to undertake literacy, numeracy and other specified assessments that the DBIS and LLUK may require for QTLS. 6) 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. <p>Additionally for the Specialist pathways:</p> <ul style="list-style-type: none"> • Normally, Literacy and ESOL or Numeracy applicants will be required to pass a rigorous pre-course test and interview procedure, including diagnostic pre-interview tasks and one-to-one and group interview and tasks. If the results of 	

these tests indicate that the applicant is borderline, then the course team may make a conditional offer and provide self-guided learning materials which applicants study before the course starts.

- 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 *intention to practise the discipline*, 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.

Those with a degree from the UK or an equivalent degree from abroad (NARIC endorsed) may apply to take the Professional Graduate Certificate of Education (Diploma in Teaching in the Lifelong Learning Sector) which is described in a separate programme specification.

In exceptional circumstances, applicants whose qualifications do not accord with 4) or 5) 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. In these cases admission to the course will be at the discretion of the Course Leader.

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

All applicants will be interviewed by the Course Leader before admission on to the course. The purpose of the interview 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. There will be a literacy and numeracy test prior to, or following, the interview. The test will be written either by hand or on-line or a combination of both. The purpose of this is to ascertain whether applicants have sufficient skills to successfully undertake HE study, and will also diagnose specific support needs. Specifically the test will assess that the applicant can:

- respond appropriately and in clear English to questions on a piece of recent writing about issues concerning education in the Lifelong Learning Sector;
- comment meaningfully on issues concerning education in the Lifelong Learning Sector in an appropriate academic style; and
- use ICT to a level required to meet the demands of the course.

Applicants not considered suitable for the course, 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 and apply for Disabled Students' Allowances. 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.

All participants will be assessed in language, literacy, numeracy and ICT at the start of their programme to identify any skills that they need to acquire. In order to get QTLS, participants will need to have Literacy and Numeracy qualifications at level 2 as specified by the Institute for Learning currently. 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; this is equivalent to the HE Personal Development Plan (PDP).

In circumstances where applicants do not hold level 3 subject specialist qualifications, the Course Leader will have discretion to consult with specialist colleagues within the college as to whether the applicant has 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 and at the Course Leader's discretion, 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).

Applicants who hold previous relevant qualifications, or have achieved some of the learning included in the course through their work experience can apply to receive credit in recognition of this prior learning. Any applicant who is interested in this should inform the Course Leader on application.

Aims of the Course

The course aims to foster a critical understanding of the Lifelong Learning Sector for practitioners at various stages in their teaching careers. The CertEd/PGCE aims to provide novice teachers with a solid foundation in key issues connected with learning, teaching, assessment and classroom management in a supportive environment, whilst enabling more experienced practitioners to build on their educational knowledge and professional expertise in learning and teaching.

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

- developing reflective and analytical approaches to theory and practice in the Lifelong Learning Sector;
- engaging effectively with the climate of rapid change impacting on the Lifelong Learning Sector at subject, institutional and sector levels;
- evaluating a range of theoretical perspectives and linking these to practice in the Lifelong Learning Sector;
- evaluating own practice in the light of a range of educational theory of lifelong learning; and
- developing higher education, career and professional development planning skills.

Employment and Further Study Opportunities

Participants are already a full-time, part-time, fractional or voluntary member of staff in the Lifelong Learning Sector. The Certificate in Education (with generic, Literacy and ESOL or Numeracy Specialist pathways) is a course which is rooted in participants' work-place practice and will help them develop their generic, Literacy and ESOL or Numeracy teaching skills, with continuous professional development, possibly leading to Advanced Practitioner status or it may help participants to become managers. Learners can continue their professional development by joining the MA in Education in the Lifelong Learning Sector.

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 on the course has specific learning outcomes, the achievement of which will prepare participants to fulfil the role of a teacher in the Lifelong Learning Sector. This role includes participants' ability to:

- plan, deliver and evaluate teaching sessions that meet the individual needs of their learners;
- select appropriate teaching materials for own subject area from the range available;
- develop learning and teaching materials;
- apply appropriate learning and teaching strategies that take account of individual learner's needs;
- contextualise own practice within the demands of own subject area;
- 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 specialist area;
- develop teaching practice using technology-enhanced learning activities;
- 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, participants will be able to:

- design, implement and evaluate specific teaching programmes showing an understanding of the principles and methods 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 within the context of the Lifelong Learning Sector;
- apply a range of the literature on theory and practice within the Lifelong Learning Sector to own practice;
- describe recent developments in the Lifelong Learning Sector and the context in which participants teach; and
- Identify services available to support learner 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;
- have improved their own communication and inter-personal skills in order to increase own effectiveness as a teacher;
- manage classroom activities and learning with confidence;
- further develop their own Language, Literacy and Numeracy skills and be able to support those of their learners; and
- develop and use e-learning skills to enhance their learners' learning.

Additionally for the Literacy and ESOL pathways, you will be able to:

- develop own knowledge of grammar, lexis and phonology in relation to classroom delivery
- deliver, support and advise on the embedding of Skills for Life specialisms in other programmes

Additionally for the numeracy pathways:

- develop own knowledge of mathematical problem-solving, diagrammatic strategies, place value systems and numeracy skills in relation to classroom delivery
- 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:

- evaluate their professional role and its values and responsibilities; and
- 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 and poster presentations based on participants' own research, enable them to share their findings with other course participants and improve their 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 in turn participants will be able to establish effective study skills in their own learners.

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. 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, hand-outs, 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 eight teaching observations over the duration of the course, where these experienced staff will observe participants undertaking their teaching, and will provide them with constructive feedback on their approaches. Individual Learning Plans will be used to encourage participants to become reflective practitioners and for their continuous professional development.

Course Structure

This is a two year part-time, in-service course consisting of nationally required core modules and College pathway modules as given below. Participants will study all core modules listed for each year on the generic route and one 15 credit option module for each year. The option module will be selected by the participant's college or there may be a limited choice of option modules. There is no option module in the Literacy and ESOL or Numeracy pathways. The modules follow with a diagram of the course structure.

Year 1 (Level 4 unless otherwise stated)

Core:

- Planning and Enabling Learning (15 credits total) incorporating Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Teaching Practice, Theory and Assessment (30 credits)

Generic Pathway:

One module from:

- Tutoring in the Lifelong Learning Sector (15 credits) or
- The Young Learner (14-16 year old) in Further Education (15 credits) or
- Teaching and Supporting Learners with Visual Impairment (15 credits) or
- Teaching and Supporting People with Specific Learning Difficulties and Disabilities (15 credits)

Literacy and ESOL Pathway:

- English (Literacy and ESOL) and the Learners (20 credits) Level 5 and
- English (Literacy and ESOL) Theories and frameworks (20 credits) Level 5

Numeracy Pathway:

- Numeracy and the Learners (15 credits)
- Developing Numeracy Knowledge and Understanding (15 credits) Level 5

Year 2 (Level 5)

Core:

- Curriculum Development for Inclusive Practice (15 credits)
- Professional Practice and Development (30 credits)

Generic Pathway:

One module from:

- Developing Management Skills (15 credits) or
- Deaf Awareness (15 credits) or
- Prison and Offender Education (15 credits) or
- Blended Learning (15 credits)

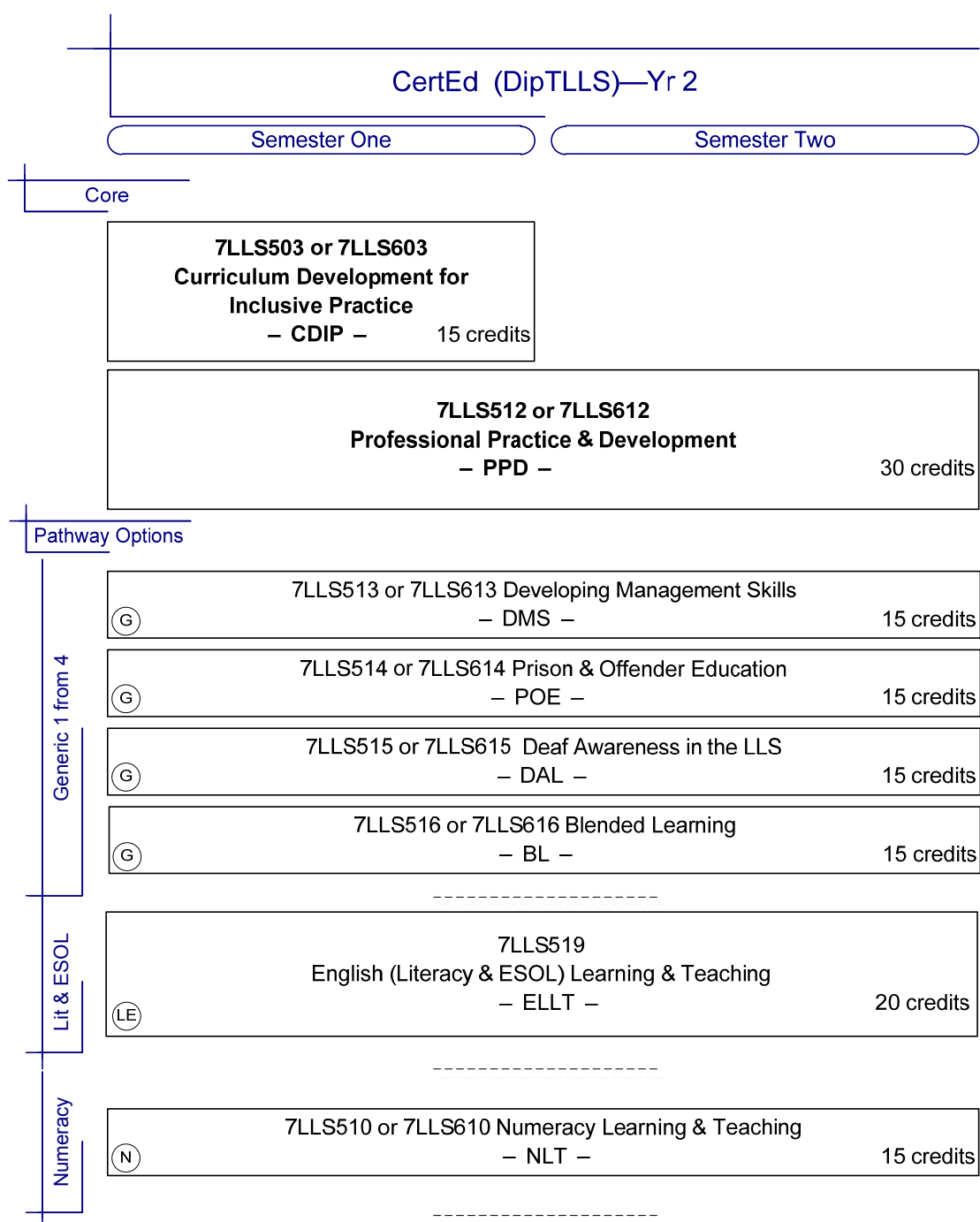
Literacy and ESOL Pathway:

- English (Literacy and ESOL) Learning and Teaching (20 credits)

Numeracy Pathway:

- Numeracy learning and teaching (15 credits)

CertEd/PGCE (DipTLLS)—Yr1	
Semester One	Semester Two
Core	
<p>7LLS415 Planning and Enabling Learning – PEL – 15 credits incorporating PTLLS</p>	
<p>7LLS410 Teaching Practice, Theory and Assessment – TPTA – 30 credits</p>	
Pathway Options	
Generic	<p>(G) 7LLS411 Tutoring in the LLS – TLLS – 15 credits</p>
	<p>(G) 7LLS412 Young Learner in FE – YLF – 15 credits</p>
	<p>(G) 7LLS413 Teaching & Supporting Learners with Visual Impairments – TVI – 15 credits</p>
	<p>(G) 7LLS414 Teaching & Supporting Learners with SpLD and Disabilities – TSpLD – 15 credits</p>
	<p>(G) 7LLS408 Literacy, ESOL & the Learners – LEL – 15 credits</p>
Lit & ESOL	<p>(LE) 7LLS517 English (Literacy & ESOL) & the Learners – ELL – 20 credits</p>
	<p>(LE) 7LLS518 English (Literacy & ESOL) Theories & Frameworks – ELTF – 20 credits</p>
Numeracy	<p>(N) 7LLS409 Numeracy & the Learners – N&L – 15 credits</p>
	<p>(N) 7LLS511 Developing Numeracy Knowledge & Understanding – NKU – 15 credits</p>



Progression Requirements

The Certificate in Education/Professional Graduate Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) operates in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA).

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 should be read in conjunction with the *Modular Framework for Undergraduate Courses* and relevant sections of the *Handbook of Academic Regulations*.

As a part-time, one-year equivalent course there is no formal progression requirement from one year of study to another, but if you need to be re-assessed or to re-take a module you will be advised as to how to schedule your studies so as to achieve the most successful outcome.

Awards

- To qualify for the award of the Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector generic pathway) a student must have passed modules totalling 120 credits—60 credits at level 4 and 60 credits at level 5.
- To qualify for the award of the Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) with an ESOL & Literacy Specialist pathway, a student must have passed modules totalling 150 credits—45 credits at level 4, 105 credits at level 5.
- To qualify for the award of the Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) with a Numeracy Specialist pathway, a student must have passed modules totalling 135 credits—60 credits at level 4, 75 credits at level 5.
- To qualify for the award of the Professional Graduate Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector), a student must have passed modules totalling 120 credits—60 credits at level 4 and 60 credits at level 6.
- To qualify for the award of the Professional Graduate Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) with a Literacy and ESOL Specialist pathway, a student must have passed modules totalling 150 credits—45 credits at level 4, 40 credits at level 5, and 65 credits at level 6.
- To qualify for the award of the Professional Graduate Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) with a Numeracy Specialist pathway, a student must have passed modules totalling 135 credits—60 credits at level 4, 15 credits at level 5, and 60 credits at level 6.
- To qualify for the award of Certificate of Special Study in the Lifelong Learning Sector (Certificate in Teaching in the Lifelong Learning), a student must have

passed modules totalling 60 credits at Level 4.

Support for Students

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

You will also access course books through the Library at the college in which you study. You 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 CertEd including Specialist pathways is a part-time modular course planned within the University of Westminster Undergraduate Modular Framework, and run over four semesters. The University's Westminster Exchange is the host department for the courses, but these are delivered through its consortium of partner colleges.

Each partner college course has its own Course Leader and teaching team drawn from the college. Additionally, the 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. This CETT has developed a range of initiatives, materials and resources to support the course provision and enhance your learning opportunities and experiences, and to help guide your future practice.

Course Approval, Monitoring and Review

The CertEd and Specialist pathways course is 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 was approved by a University Validation Panel in 2012. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. The course is also endorsed by the Institute for Learning (IfL), to ensure that it meets the requirements for the IfL's professional status.

The course is subject to annual monitoring by the University, through 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 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.

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.

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, cmcconway@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 College: 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.