

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	UCCPD Teaching English (literacy CPD) in the Lifelong Learning Sector UCCPD Teaching Mathematics (numeracy CPD) in the Lifelong Learning Sector
<b>Qualification</b>	University Certificate of Continuing Professional Development
<b>Intermediate Qualification (s)</b>	n/a
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	Tresham College
<b>Mode(s) of Study and Duration</b>	Part-time over 1 year
<b>Core Teaching Pattern</b>	n/a
<b>FHEQ Level</b>	5
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	
<b>PSRB Renewal Date</b>	
<b>University of Bedfordshire Employability accreditation</b>	n/a
<b>Route Code (SITS)</b>	CDTELFAS/CDTELFBS/CDTELFDS/ <b>CDTELFIS</b> /CDTMNFAS/CDTMNFBS/CDTMNFD S/ <b>CDTMNFIS</b>
<b>Subject Community</b>	Teacher Education
<b>UCAS Course Code</b>	Not applicable

<b>Relevant External Benchmarking</b>	

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
For Literacy Specialists				
TPD001-2	5	30	Literacy Learners: Theories Frameworks and Learners	C
TPD002-2	5	15	Literacy Learning and Teaching	C
For Mathematics specialists				
TPD007-2	5	30	Numeracy Knowledge, Understanding, Practice and the Learners	C
TPD008-2	5	15	Numeracy learning and teaching	C

### Why study this course

These courses provide an opportunity to develop the professional and practical skills required of a teacher working within Skill for Life (SfL) in post compulsory education. The UCCPDs provide a flexible structure to allow SfL teachers access to development opportunities which will enhance subject specialist knowledge as well as teaching skills within the chosen specialism.

### Course Summary – Educational Aims

The UCCPDs provide vocational and practical perspectives of the subject studied and offer a range of skills to enhance students' career development.

#### Aims

- To provide you with opportunities for personal development and learning, giving due credit to your prior learning experiences and your Cert Ed/PGCE teaching qualification, for those working in the Lifelong Learning Sector.
- To be responsive to the changing needs of the national and local Lifelong Learning Sector.
- To offer accredited opportunities to meet the CPD needs of practising teachers in the Lifelong Learning Sector.
- To extend the practice in and understanding of specialist areas of teaching within the Lifelong Learning Sector, informed by a deeper understanding of educational theory and practice.
- To extend the skills exhibited at the conclusion of the Cert Ed in respect of specialist subject areas, so as to enhance capability for professional development in focused areas.
- To support critical evaluation own development as a practitioner within the Lifelong Learning Sector, leading to developments in teaching and wider professional roles.

### Entry requirements

The University specifies standard entry requirements which must be met by all students; these are set out on the university website at [www.beds.ac.uk/howtoapply/](http://www.beds.ac.uk/howtoapply/).

For these courses you must also:

Be involved in teaching for a minimum of 50 hours. This must be within the relevant specialist area of Skills for Life.

Demonstrate the ability to work at Level 5.

Teaching practice must be undertaken within at least two levels of the SfL curriculum (entry level and one other level, level 1 or level 2).

Students will need to evidence Level 3 Personal Skills in English or Mathematics.

NB: Trainees can choose to undertake this qualification before, after or alongside a generic teaching qualification

### PSRB details

#### Literacy:

- Demonstrate a knowledge and understanding of language variety

- Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis
- Demonstrate a knowledge and understanding of the factors which influence literacy and language learning and development including first and second language acquisition
- Analyse the personal, social and cultural factors influencing literacy learners' development of spoken and written language
- Demonstrate a knowledge and understanding of language change and identify and analyse changes in the use of written language at text, sentence and word level
- Demonstrate a knowledge and understanding of the relationship between language and social processes and analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships
- Demonstrate a knowledge and understanding of how language can be described and analysed and use grammatical, lexical and phonological terms appropriately
- Analyse literacy teaching approaches associated with theories of literacy learning and development
- Plan language and literacy learning and teaching.
- Work with learners on language and literacy learning and development drawing on knowledge of their backgrounds, goals, abilities and disabilities
- Use knowledge of language systems and approaches to learning and teaching in working with learners on literacy and language learning and development.
- Collaborate with others to support the inclusion of language and literacy in other curricula areas.
- Use specialist approaches to different types of language and literacy assessment.
- Understand ways of evaluating and developing own practice.
- Demonstrate a knowledge and understanding of the processes involved in listening, reading, speaking and writing.

*Mathematics:*

- Understand fundamental attributes of mathematics and numeracy.
- Understand the attributes of procedures within mathematics and numeracy.
- Understand how learning theories and the origins and status of mathematics impact on numeracy teaching.
- Be able to use evaluation of practice to improve numeracy learning and teaching.
- Understand the links between popular perceptions of mathematics and their roles within numeracy learning.
- Understand how numeracy can impact on different contexts and subjects.
- Be able to use assessment processes to identify the skills and aspirations of numeracy learners.
- Be able to promote learning support and learner support within numeracy learning and teaching.
- Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes
- Be able to plan numeracy learning and teaching to meet learners' needs and curriculum requirements
- Be able to create and maintain a supportive and challenging numeracy learning environment
- Be able to use communication strategies and techniques within numeracy learning.
- Understand how technology can be used in numeracy learning and teaching.
- Be able to assess learners' numeracy knowledge, understanding and skills in accordance with organisational processes
- Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes.

**Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Use teaching communication and teaching skills alongside subject knowledge to motivate and inspire Skills for Life learners to achieve, thereby enabling progression to employment or other learning.
- Work collaboratively with colleagues and tutors in the wider professional community to develop and share knowledge and contribute to the development of Skills for Life teaching.
- Use innovative approaches to course and lesson design to provide challenging and contextualised learning opportunities for Skills for Life learners within a range of contexts.

### Higher Education Achievement Report - Additional Information

#### Learning and Teaching

The teaching strategy follows from the values of the course and is based firmly on principles of adult education. You are adults, who come to the course with considerable experience in a variety of fields, even if you are new to teaching. You are all qualified in your own areas of expertise. There will be regular tutorial support, but you are capable of directing your own learning. In some areas you will want tutors to act as a resource responding to your needs, while in others you will require more direct instruction and constructive feedback on the development of your practice.

#### Taught Sessions and Personal Study

The UCCPD awards represent 450 hours of study of which approximately 75 hours will be classroom-based. This means that students will need to be prepared to do much of the studying on their own, with VLE based support from their tutor. This follows the same study pattern as the Cert.Ed./PGCE in Post-Compulsory Education and is appropriate for work-based qualifications.

*An introductory workshop for all students will be arranged at the start of the course to bring the full cohort together and to introduce key requirements. The details of each teaching sequence will be negotiated with the group at the start, using a base-lining exercise to work out how the group's time together can most profitably be used. Practical workshops and e-learning will provide the opportunity to focus on a range of key issues. Group discussion via e-learning will support on-going reflection. Delivery of some unit content is flexible and will vary according to the model of tutor training offered by the approved provider.*

Learners will be working and teaching in the Lifelong Learning Sector and the assessments support development of practice. The assessments will be closely linked to the learners work role and therefore areas of focus for assessment work will be negotiated where possible and tailored to meet learner needs.

*Unit assessment is based on specified learning outcomes and assessment criteria. The learning outcomes approach tries to combine the elements of competence orientation with the promotion of reflective practice and is appropriate for a course where the focus is on meeting professional standards and the CPD requirements for teachers working in the Lifelong Learning Sector.*

Recommended reading will extend students' awareness of key issues. A range of electronic sources will be made available to students. Throughout the course, use will be made of the University VLE (BREQ) to provide students with information on their study and facilitate interaction and discussion between students and staff and students. A well developed site is already in place for this course and allows students across all provision to share resources and discuss issues.

The face-to-face teaching tries to embody the best practice in this kind of adult education, and in addition to formal evaluation and review procedures at the conclusion of each unit, tutors encourage learners to discuss the tutoring/guidance methods being employed and their effectiveness.

The teaching elements of the units are mentored and tutored and closely related to skills for life best practice. An important working principle in the delivery of the Course is that taught sessions will be used for those activities for which they are most appropriate. This means:

- That they will not generally be used to pass on information which learners can get as well or better from personal reading, or BREQ *etc.* They will however provide guidance on that reading, and they may be used for discussion and exchange of information about it.
- They will make full use of the fact that the students are gathered together in a group, and promote learning from each other as much as possible. This is why attendance at the sessions is important.

### **Developing your employability**

The curriculum is professional and vocational rather than primarily academic, and will therefore place a premium on establishing links between theory and practice. All participants will be part-time students concurrently engaged in teaching, and the learning and teaching strategy will be to build on their experience, providing both practical support and theoretical perspectives to enable students to:

- Reflect on and develop practice
- Evaluate learning in respect of its application to practice
- Contextualise and prioritise practice in the light of theory

All students undertake the course part-time and are required to be employed in the appropriate role in an educational setting when they start the course. Occasionally, students who undertake voluntary tutoring are accepted, but special conditions need to be satisfied. Students are therefore on a career path and the course is taken in-service.

### **Department (s)**

Teacher Education

### **Assessment**

Unit assessment is based on specified learning outcomes and assessment criteria. The learning outcomes approach tries to combine the elements of competence orientation with the promotion of reflective practice and is appropriate for a course where the focus is on meeting professional standards and the CPD requirements for teachers working in the Lifelong Learning Sector.

Each unit has its own assessment. As far as possible, assessment across units has been designed to give participants experience of a wide range of assessment tools. The specific focus of each assignment will be negotiated individually between the unit tutor and the student, within the parameters of the unit, in order to ensure that the assignment meets the personal and professional needs of the student.

Learners will be working and teaching in the Lifelong Learning Sector and the assessments support development of practice. The assessments will be closely linked to the learners work role and therefore areas of focus for assessment work will be negotiated where possible and tailored to meet learner needs.

When you have accumulated the evidence to demonstrate that you have met the Learning Outcomes and Assessment Criteria for an assessment you claim the credit for that assessment by submitting the evidence. The university's assessment scale, based on grades does not apply: all assessments are made on a pass/refer/fail basis. There are no unit or assessment marks as such.

On the first submission of an assessment the student receives either a pass or a refer:

Pass- this indicates that credit may be claimed

Refer- this indicates that further work is required before credit may be claimed. The work may be resubmitted on one occasion.

A referral requires that a new submission be prepared, in negotiation with the unit tutor. On second submission the work will be awarded either a pass or a fail:

Pass – this indicates that credit may be claimed

Fail – this indicates that the submitted work does not meet the requirements

### **Assessment Regulations**

- All units must be passed (credited) at the appropriate level for the Award. There is no grading of the Award.

- Units are assessed by the production of evidence to meet the unit outcomes specified for the Level of award for which the student is enrolled, and meeting the appropriate Level Criteria as specified in the Handbook.
- Unless otherwise provided for in the Unit Descriptions, all Outcomes must be met for a unit to be credited.

Students must submit for a unit within one year of starting it. There is a formal requirement to request deferral to the Course Board (Assessment) after the conclusion of teaching for the unit. Any deferral is subject to UoB regulations.

#### **After Graduation**

A variety of UCCPD courses are available for those who wish to extend their teaching skills to incorporate an additional specialism, or for those who wish to develop into a mentoring role to support other trainees.

#### **Student Support during the course**

All students are invited to attend an induction at their centre of study. This includes a session to support their use of the library, an introduction to BREO and academic referencing. Students studying at partner colleges will receive information on the student support available within their organisation.

All students are allocated a personal tutor. Unit tutors will be available for tutorials and advice throughout the year and all units include a minimum of one tutorial. On the course we place considerable emphasis on our academic advisory and tutorial support systems, which we encourage students to use if they have any doubts about their ability to cope academically or personally with their course of study

Students are also supported through:

- specific and detailed formative feedback on an assessment by assessment basis to enable them to develop the quality of their work.
- BREO – which offers an opportunity for students to discuss issues with peers outside of the classroom to offer support.
- Specialist support, both at the University and within the partner college.

Students may be required, at the discretion of the Course Leader, to undergo diagnostic testing for academic English language abilities, as well as tests in the relevant subject specialism and may further be required, at the Course Leader's discretion, to participate in additional support workshops or classes laid on by the University.

#### **Students with disabilities**

Participants with disabilities are welcomed and will be provided with any additional support needed. No parts of the course should be inaccessible to students with disabilities.

**Assessment Map** - (week numbers represent the duration of the course and are not based on a core teaching pattern)

Unit Code	C / O	Weeks																								
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Literacy - theories, frameworks & learners	C							1 Due										2 Due								
Literacy - learning and teaching	C																							1 and 2 Due		
Numeracy knowledge, understanding practice & learners	C							1 Due										2 Due								
Numeracy learning & teaching	C																							1 and 2 Due		

Due to the practical nature of these courses, portfolios are used to evidence application of knowledge and skills. This does mean that a significant amount of work is submitted at the end of the course and for this reason, tutors will provide detailed formative feedback throughout the course.

## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

- 1 Analyse theory and practice in your specialist area.
- 2 Exercise significant judgement in the application of theory to practice in your specialist area.
- 3 Formulate solutions and plan responses to challenges which arise in your professional practice.
- 4 Analyse and evaluate the impact of your practice on learning and/or teaching.
- 5 Accept responsibility for evaluating your practice and planning to develop it further.

The course learning outcomes can be further expanded to address the specialist knowledge of your chosen area as follows:

#### *Literacy and:*

Understand theories and principles related to language acquisition, learning and development, how language can be described and analysed and the processes involved in the development of speaking, listening, reading and writing skills as well as the significance of language change for learners.

Recognise the significance of language variety for literacy learners, the relationship between language and social processes and the factors influencing literacy and language acquisition, learning and use.

Analyse spoken and written language and the processes involved in speaking, listening, reading and writing for literacy learners.

Be able to plan literacy learning and teaching using specialist knowledge and resources, as well as ways of evaluating and developing your own practice.

Be able to work with learners on language and literacy learning and development, demonstrating a knowledge of the processes involved in reading, writing, speaking and listening and carry out assessment using specialist approaches to meet individual needs.

Be able to collaborate with others to support the inclusion of literacy and language in vocational and other subject areas.

#### *Mathematics:*

Understand fundamental attributes and procedures of mathematics and numeracy and how learning theories and the origins and status of mathematics impact on numeracy teaching.

Understand the links between popular perceptions of mathematics, their roles within numeracy learning and how numeracy can impact on different contexts and subjects.

Be able to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes.

Be able to use evaluation of practice to improve numeracy learning and teaching and use assessment processes to identify the skills and aspirations of numeracy learners and to promote learning and learner support within numeracy learning and teaching. Alongside this you will be able to promote learning support and learner support within numeracy learning and teaching.

### Course-specific regulations

### Teaching, Learning and Assessment

#### Communication

To help with the development of this you will;

- Be continually engaged in group- and whole class-based discussions and exercises
- Prepare and deliver material for presentations
- Negotiate assessments
- Teach your subject specialism

### **Information Literacy**

To help with the development of this you will:-

- Use ICT for the preparation of assessments and teaching material
- Research assessments using the library and the internet where appropriate.
- Confer with peers using the VLE
- Use ICT to support your empirical research into your teaching practice
- Developing teaching resources using e-learning

### **Research and Evaluation**

To help with the development of this you will:-

- Use and critically assess the value of published research in developing practice
- Evaluate your own teaching practice from the very start of the course
- Provide formative feedback as a critical friend to colleagues on the course

### **Creativity and Critical Thinking**

To help with this you will:

- Reflect on your professional practice in relation to its context. You will be moving beyond the standard criteria to develop your own additional and focused approaches to reflection and evaluation.
- Develop creativity through the creation of curricula, schemes of work, lesson plans, exercises, and presentation material, and spontaneity and ingenuity in teaching it all

<b>Additional Academic Information</b>
<p><b><i>Peer-assisted learning (PAL)</i></b></p> <p>The use of peer teaching and learning is embedded throughout the course. Taught sessions will be an opportunity to model excellent practice in Skills for Life teaching, as well as share expertise within the group. Peers are encouraged to provide feedback to each other on informal presentations as well as more formally for the theoretical units.</p>
<p><b><i>Initial Assessment</i></b></p> <p>Participants will have the opportunity to submit part of their first assessment for initial feedback and tutorials are scheduled early in the course to provide an opportunity for tutors to give detailed feedback on this.</p>
<p><b><i>Improving students' learning</i></b></p> <p>Students are encouraged to reflect on their professional practice and their own learning through the use of a reflective log. This forms part of the portfolios developed for the learning and teaching units.</p>
<p><b><i>Academic Integrity</i></b></p> <p>During induction students will be provided with information relating to academic integrity and plagiarism. Referencing skills are taught within the first three weeks of the course and are clearly outlined in the course handbook. Skills relating to referencing and academic writing have been embedded into units and a 'drip-feed' approach is adopted in relation to this to ensure that there are several opportunities to reinforce this learning.</p>
<p><b><i>HEAR implementation</i></b></p>
<p><b><i>Internationalisation</i></b></p>
<p><b><i>Sustainability</i></b></p>

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	Education and Sport
<b>Portfolio</b>	Postgraduate and Collaborative
<b>Department/School/Division</b>	Teacher Education
<b>Course Coordinator</b>	Neil Hopkins
<b>Version Number</b>	1/18
<b>Approved by (cf Quality Handbook ch.2)</b>	
<b>Date of approval (dd/mm/yyyy)</b>	
<b>Implementation start-date of this version (plus any identified end-date)</b>	Sept 2018

Form completed by:

**Name:** Neil Hopkins     **Date:** 12 January 2018

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:    Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref: