

## Programme Specification for the University Diploma in Teaching English (Literacy and ESOL)

<b>This document applies to Academic Year 2018/19 onwards</b>
---

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	University of Worcester
4.	<b>Final award</b>	University Diploma in Teaching English (Literacy and ESOL)
5.	<b>Programme title</b>	Lifelong Learning Qualifications for Teachers (LLQT) for Continuing Professional Development (CPD)
6.	<b>Pathways available</b>	N/A
7.	<b>Mode and/or site of delivery</b>	University of Worcester, standard taught programme
8.	<b>Mode of attendance</b>	Part-time
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Subject Benchmark Statement: Education Studies</a> Professional Standards for teachers, tutors and trainers in the Lifelong Learning Sector (ETF 2014) <a href="#">Professional Standards</a> Teaching and Training Qualifications for the Further Education and Skills Sector in England – <a href="#">Guidance for initial teacher education providers (LSIS 2013)</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	July 2015 June 2016 – amendment to Section 18 August 2017 – AQU amendments March 2018 – amendments in light of a review of approved variations to regulations. August 2018 – AQU amendments

### 12. Educational aims of the programme

The programme supports the recommendation from the Education and Training Foundation (ETF) that teachers of English in the Lifelong Learning Sector (LLS) should have a subject specialist qualification as a means of improving the quality of learning and skills and will also contribute to generic objectives of widening access and recognising educational achievement.

Specifically the course will provide a sound basis for the continued professional development of teachers enabling them to develop their commitment to lifelong learning and to access their career aspirations. As a result, teachers will be more able to develop lifelong learning skills, qualities and values and transmit these to their own learners through modelling and through the creation of effective learning opportunities.

The English diploma aims to produce high quality professionals, excellent practitioners in their subject specialism, who can demonstrate effective learning and teaching.

From a subject perspective the course will generate nationally accredited qualifications in English enabling progression to a range of further professional development activities and study. Specifically participants will develop their subject knowledge bases to support the teaching of English ( Literacy and/or ESOL) in the post compulsory sector and will also develop their teaching skills. It is widely recognised that the distinction between Literacy and ESOL focussed teaching is highly complex and, in offering both subject specialisms, trainees will benefit greatly from this dual focus.

The diploma will focus on both '*knowing how*' and '*knowing that*' and will focus on satisfying the requirements of national priorities, awarding bodies and academic challenge. The approach is intended to support the development of educators who are professionally articulate, critically reflective problem solvers within their different work contexts. Discussion and debate with peers is a deliberate and fundamental aspect of trainees' experience.

The overall aims of the course which underpin all modules are to:

- develop teachers' knowledge, understanding and skill in teaching, learning and assessing English (Literacy/ESOL)
- influence and improve continuing professional practice in post compulsory education through enabling teachers to extend their professional and inclusive practice
- encourage teachers to apply 'theory' to their own practice
- enable critical reflection on educational values, issues, perspectives and concerns
- develop professional learning skills and effective independent study techniques
- develop research and evaluation skills recognising the importance of evidence in developing valid arguments
- inspire and motivate teachers of English (Literacy/ESOL) and encourage them to aspire to excellence

### 13. Intended learning outcomes and learning, teaching and assessment methods

The Diploma in Teaching English has been designed as an additional CPD qualification for teachers who are in-service (paid or voluntary) in the subjects of literacy and ESOL and who also have an initial teaching qualification (minimum Certificate in Education and Training) and who wish to enhance their practice and gain a subject specific qualification.

#### LEARNING OUTCOMES FOR DIPLOMA IN TEACHING ENGLISH (LITERACY AND ESOL)

On successful completion of the module, students will be able to:

<b>Module title: English (Literacy and ESOL) and the learners</b>
1. Apply knowledge and understanding of language variety
2. Analyse the factors which influence literacy and language acquisition
3. Demonstrate a knowledge and understanding of language change
4. Reflect on the relationship between language and social processes
<b>Module title: English (Literacy and ESOL) theories and frameworks</b>
1. Critically review key theories and principles relating to language acquisition and learning.
2. Analyse how theories and principles relate to literacy learning and development in a range of contexts including ESOL contexts.
3. Demonstrate knowledge of how language can be described and analysed
4. Apply knowledge and understanding of the processes involved in listening, reading, speaking and writing.

<b>Module title: English (Literacy and ESOL) Learning, Teaching &amp; Professional Practice</b>
1. Plan language and literacy teaching and learning using specialist knowledge and resources
2. Work effectively with language and literacy learners on language and literacy learning and development drawing on knowledge of their backgrounds, goals, abilities and disabilities
3. Apply knowledge of language systems and approaches to learning and teaching in working with learners on literacy and language learning and development.
4. Use specialist approaches to different types of language and literacy assessment.
5. Demonstrate evidence of learning from 75 hours of teaching, training or assessing in the subject of Literacy and ESOL in the Lifelong Learning Sector
6. Demonstrate evidence of workplace mentor observations and development of subject specialism from formative feedback
7. Demonstrate completion and competence in practice assessment to standards agreed

Approaches to learning and teaching vary according to the perceived needs of the students to ensure the LSIS units of assessment are achieved in a coherent and efficient manner. Modules are taught through a mixture of sequential discrete approaches (two modules) combined with long-thin modes (one module) where personalised learning is emphasised. The resultant distribution of whole group teaching, presentations, seminar discussion, group work, library based investigation, e-learning, independent research, tutorials, skill acquisition, reflection and action planning; is intended to provide an inclusive menu that caters for a diverse range of learning styles and backgrounds.

The learning, teaching and assessment methods on the course are underpinned by reference to theory and practice, and the linking of the two is critical to success on the course. The course encourages students to achieve through activities which are directly related to their own subject specialist teaching context. Students are assessed through a variety of methods, including evidence from workplace learning and resources, academic reflective commentaries, presentation and teaching practice. In addition, students are given a choice of evidence to be submitted on two out of the three modules. It is also a requirement that all students pass the practical teaching elements of the course. Criteria, based on LSIS 2013 guidance, relate to the assessment of how the trainee evidences subject specialist knowledge and practice in the classroom (these are detailed in the course Teaching Practice book and the Mentor handbook).

#### **14. Assessment Strategy**

##### Assessment Strategy

Strategies are in keeping with the models of the *professional as learner* and the *professional as researcher*. Closely linked to this is a commitment to developing professional practice in the workplace. This is enabled through assessment which requires thoughtful linkage between theory and practice.

The key features of the course assessment strategy are that it:

- i. enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that course participants have unique goals and interests and recognises that these have implications for the teaching and learning process;

- iii. acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv. has a commitment to facilitate course participant learning through an individual course participant-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific learning outcomes that can be focussed on priorities in the subject specialism, key teaching skills and on demonstrating Level 3 in the core skills of in language, literacy and Level 2 in numeracy and ICT;
- vi. responds to the FHEQ criteria in terms of the development of research skills, critical analysis, critical analysis and evaluative approaches;
- vii. is systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function.

## 15. Programme structures and requirements

The Diploma course has three modules. Successful completion of these modules would mean the award of the Diploma in Teaching English (Literacy and ESOL).

<b>Diploma in Teaching English (Literacy and ESOL)</b>				
Module code	Module name	Credits	UG level	Module status
LLQT1514	English (Literacy and ESOL) and the learners	15	Level 4	Mandatory
LLQT2515	English (Literacy and ESOL) theories and frameworks	15	Level 5	Mandatory
LLQT2516	English (Literacy and ESOL) Learning, Teaching and Professional Practice	30	Level 5	Mandatory

## 16. QAA and Professional Academic Standards and Quality

The academic aspect of the qualification has been developed in accordance with the framework for higher education qualifications [FHEQ] in England, Wales and Northern Ireland (2008); the UK Quality Code for the assurance of academic quality and standards in higher education. The professional practice aspect of the course is informed by the overarching Professional Standards for teachers, tutors and trainers in the Lifelong Learning Sector (ETF, 2014 - Web link: [Professional Standards](#)); as well as the LSIS guidance for teaching qualifications of March 2013. The teaching observation form contained within the teaching practice book (for module LLQT2516) is mapped against key standards for teachers of English (Literacy and ESOL) and this will be used for giving feedback to students on their practice.

## 17. Support for students

Students are fully supported by administrators and the course team throughout their application and induction stages and during the course itself. They benefit from a course structure that focuses on their learning and professional development and which responds to individual needs. University and course induction are covered at the start of the course in September, whilst each module induction is embedded within the first day of delivery of each module. Module LLQT 2516, which embeds teaching practice, is delivered on a long-thin basis in order to provide continuing support throughout the period of study. All students will receive ongoing support from their module/academic tutors and mentors.

Additionally, individual support is provided during the researching and writing up of assignments. An extensive range of study skills resources are available on the University's web site. Links to skills development resources that the University hosts will be incorporated within the assignment feedback sheet for those students who need further academic development (e.g. on the use of Harvard Referencing).

In the workplace mentors are identified who provide valuable guidance in the subject specialism and wider professional and organisational roles. Mentors will observe trainees for developmental purposes as agreed and formally assess a minimum of two observations. Students maintain a 'mentoring log' which provides evidence of mentoring experiences and developments. A mentor handbook is given out in September to all trainees to start the process of quality assuring and supporting their mentoring experience. Mentors are then invited to attend the University's bespoke LLQT mentor training and are subsequently supported in their own learning needs via a training needs analysis which they return to the course leader.

Links to Student services and to the DDS will be provided in the handbook. They are also addressed during induction and are given below:

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

## 18. Admissions

### Admissions policy

The course is open to appropriately qualified applicants who carry a professional responsibility for teaching English. The University will seek evidence of personal and professional experiences that provides an indication of ability to meet the demands of the programmes.

Normally applicants should be in-post and/or have access to the required number of teaching hours (75 hours minimum) for the course. In keeping with the University's policy on widening participation and diversity the programme encourages and welcomes the contribution of experienced learners and people from all social, economic and cultural backgrounds.

### **Entry requirements/Disclosure and Barring Service (DBS) requirements**

Potential students will need to evidence the following:

- **Teaching qualification** at a minimum of a CET or equivalent

- **Level 3 or above personal skills in English** evidenced through a level 3 qualification such as A level English; Functional Skills in English; Scottish Highers/Advanced Highers in English; Irish Leaving Certificate (Higher) in English; European or International Baccalaureates in English; or other appropriate subject qualification, or for those who do not hold a relevant qualification, through successful completion of a formal assessment by course tutors as part of the admissions process. See [Admissions Policy](#) for other acceptable qualifications.
- **\*DBS check:** Entry to the programme is conditional upon satisfactory Enhanced Disclosure and Barring Service (DBS) clearance.
- **\*Access to a subject specialist mentor.** This mentor needs to be based in the student's workplace, be teacher qualified and have a minimum of three years' experience of teaching English and/or ESOL.
- **\*Access to 75 teaching hours for the duration of the course spread out across the year.** National guidance (LSIS 2013) regarding the proportions of English/ESOL teaching within this required amount of teaching hours for the English diploma (English/ESOL) indicate that trainees should evidence 25 hours of ESOL and 25 hours of Literacy teaching at 2 levels for each subject as a minimum. Course tutors will be able to advise on a personalised basis.

### **Recognition of prior learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Admission on the programme rests on meeting all of the entry requirements. Applicants apply directly to the University of Worcester. If accepted on the course, they are invited to the induction day in September.

### **Admissions/selection criteria**

Candidates who meet the entry requirements for the course will be offered a place.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

Monitoring of provision will formally occur through annual evaluation, student module feedback, the Course Management Committee, course team meetings and external examiner reports.

## 20. Regulation of assessment

Assessment within the course operates under the University's [Taught Courses Regulatory Framework](#).

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The assignments are marked as pass or fail.
- Students are required to submit all items of assessment in order to pass a module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at a pass.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at a pass.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Awards

<b>University Diploma for teaching English (Literacy and ESOL)</b>	Passed 60 credits (LLQT1514, LLQT2515 and LLQT2516) including successfully passed 4 observations of teaching practice contained within LLQT2516
--	---

## 21. Indicators of quality and standards

The following measures will be used as indicators of quality and standard and reported in the annual AER:

- % students in employment/in graduate jobs/progressing to further study; % students completing course
- Data from module evaluations
- Staff achievements of note (e.g. REF, awards, publications) Course tutors have PhD and Masters' qualifications in relevant subjects and are specialists in English/ESOL.
- Summary statements from external or periodic review and/or external examiners. Recent comments on the delivery of specialist diplomas include: '*The standards achieved are very high.*' (External examiner's report, 2013). In addition, Ofsted 2014 rated the overall LLQT partnership as Grade 2 with outstanding features.

- Course Rep reports given at Course Committees (termly committees attended by Course Reps, course leader, module leaders).

## **22. Graduate destinations, employability and links with employers**

### **Graduate destinations**

The CPD diploma qualification follows the ETF recommendation that English teachers (Literacy and ESOL) should have a specialist qualification. This is a nationally recognised award for teaching in the Lifelong Learning Sector and is highly valued by employers. In this way, the course is ideal for career progression and promotion.

Successful students with additional credits can progress to the top up of the BA (Honours) in Education Studies. Those who have already obtained a first degree can progress to Masters qualifications or further research degrees, such as the University of Worcester's EdD and MPhil/PhD.

The Diploma can also be used when students apply for QTLS through the ETF's Society for Education and Training (SET) and this would also allow them parity with QTS and the opportunity to teach in schools, should they wish to.

### **Student employability**

The anticipated demand for the course is supported by current policies within the sector and labour market information from UK Commission for Employment and Skills (UKCES).

The course is considered to be the benchmark qualification for English and ESOL teachers in the post compulsory sector and, as such, maintains a high reputation in the sector. The commitment to the continued professional development of English teachers in the sector is well reported, for example, through take up of the ETF's English and maths enhancement programme.

Data from the UK Commission for Employment and Skills (UKCES) and the Office for National Statistics (ONS) indicate that there is currently a 15% skills gap for Skills for Life tutors and the number of posts in this job will increase by 4,000 over the next 5 years. (Ref: National careers service website data on the job role Skills for Life tutor).

### **Links with employers**

As a recognised specialist qualification for the Lifelong Learning Sector, the course is of interest to the sector employers (Colleges, community education and offender learning, for example). Links with a diverse range of employers are very well established within the LLQT partnership at the University of Worcester, including with our two key partner colleges for LLQT ITE; Halesowen College and Bournville College. Communication with stakeholders regarding course opportunities are also very well established through University databases; for example, the Institute of Education's CPD database and local networks; for example, the PDP, a 3 counties network for CPD.

Links will also be made with agencies who have an interest in workforce development in the region and in the sector, for example, the Local Enterprise Partnership, NATECLA and WMCETT.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.