Programme Specification

Programme Title: Level 5 Diploma in Teaching Mathematics (Numeracy) CPD part-time

Awarding Institution:	The University of Bolton		
Teaching Institution:	The University of Bolton		
Division and/or Faculty/Institute:	Wellbeing and Social Sciences		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	LSIS		
Final award(s):	**Level 5 Diploma in Teaching Mathematics (Numeracy) CPD part-time**		
Interim award(s)			
Exit or Fallback award(s)			
Programme title(s)	**Level 5 Diploma in Teaching Mathematics (Numeracy) CPD part-time**		
UCAS Code			
JACS Code			
University Course Code(s)			
QAA Benchmark Statement(s)			
Other internal and external reference points	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice UK Quality Code for Higher Education University of Bolton awards framework		
Language of study	English		
Mode of study and normal period of study	1 year Part time		
Admissions criteria			

The entry for this qualification is a full stage 3 teaching qualification.

Candidates must also be able to demonstrate skills at L3 in mathematics.

Additional admissions matters
To gain entry, candidates must:

  a. provide satisfactory references.
  b. be interviewed
  c. evidence of access to 50 hours of numeracy teaching

Fitness to practise declaration

This programme is subject to the University's fitness to practise procedures

Aims of the programme

The principal aims of the programme are:
The qualification is designed to enable teachers of Numeracy to:

1. adopt an integrated approach to the theory and practice of teaching of Numeracy
2. reflect on their own previous/current levels of experience, practice and skills, and areas for development
3. identify principles of Numeracy learning, teaching, assessment and evaluation
4. develop communication and interpersonal skills
5. develop an awareness of your professional role and responsibilities as Numeracy teacher
6. engage critically with key ideas in teaching and teacher education develop and feel confident in their own personal language skills
7. develop and feel confident in their own specialist Numeracy skills

Distinctive features of the programme

The Numeracy programme develops knowledge and understanding of Numeracy skills
studying the different ways maths/numeracy skills can be described and analysed. Students
are also required to examine how these skills relate to social context in the lifelong learning
sector.
The programme covers the theories and principles of numeracy acquisition; the processes
and approaches involved in the development and assessment of these skills; concentrating
on how theories and frameworks underpin teaching practice, in terms of planning, delivery
and assessment.

What an undergraduate should know and be able to do on completion of the programme:

The qualification is based on the national professional standards for teachers of Numeracy. Work Based
Experience is integral to the course and the modules. The integration of theory and practice is an important
theme in the module assignments. Practical teaching is assessed by means of teaching observations which
are related to module assessments

Students who are assessed as successful in each of the modules are inferred to have achieved the Scheme's
aims and objectives, since the former are a detailed clarification of the requirements of the latter. Provided
there has been no infringement of the University's or Scheme's regulations, such a student would normally be
recommended to the Teacher Training Assessment Board for a pass in the award for which they were

registered.
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By the end of their programme of study, students will have:

1. Explored educational research and related this to Numeracy practice.
2. Acquired a secure understanding of the application of their own knowledge to classroom practice.
3. Made informed comment on the applicability, relevance and usefulness of theories, concepts and models, methodologies and techniques applied to practice.

Programme learning outcomes

K. Knowledge and understanding
On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

1. Develop their knowledge and understanding of the theories of Numeracy development and the practical application of teaching numeracy skills.

2. Analyse curriculum specifications and requirements, students' needs and characteristics, and available resources to make
   informed choices for teaching and supporting learning.

3. Justify approaches taken towards planning, preparing, assessing, evaluating and reviewing learning.

4. Apply the principles and methods of reflective practice.

5. Evaluate educational literature and research and apply relevant insights to their practice.

6. Develop inclusive approaches to teaching and learning, addressing issues of disability, age, race, ethnicity, culture, gender, class and sexual orientation.

7. Synthesise their learning to create innovative teaching resources.

8. Understand and apply the roles and skills of tutoring and mentoring.

C. Cognitive, intellectual or thinking skills
On completion of the programme successful students will be able to demonstrate the ability to:

1. Critically reflect on their own professional development in the context of their own teaching role.

P. Practical, professional or subject-specific skills
On completion of the programme successful students will be able to demonstrate the ability to

1. Undertake Numeracy teaching: planning, preparing, implementing, assessing, evaluating and reviewing teaching and learning for individuals and groups, communicating effectively, creating an appropriate climate, and promoting learning.

2. Engage in structured reflection and practitioner research. Show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

3. Develop knowledge and understanding of pedagogical issues relating to language, literacy and numeracy in the Lifelong Learning Sector, and the personal skills required to use them effectively in learning situations.

T. Transferable, key or personal skills
On completion of the programme successful students will be able to demonstrate the ability to:

1. Communicate effectively using written, verbal and non-verbal means and visual aids with colleagues and a wider audience, in a variety of media.
2. Display skill in the application of number, as appropriate.
3. Work effectively and co-operatively with others: their peers, other teachers, students, and work effectively on collaborative group assignments.
4. Display skill in effective problem solving in creative and innovative ways.
5. Develop their capacity to learn about and to investigate teaching and learning.
6. Exhibit professional behaviour in the workplace.

Programme structure

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)	CPD Numeracy Level 5
SFL5004	Numeracy and the Numeracy Learner	**C**	15		5
SFL5005	Improving Numeracy Knowledge, Understanding and Practice	**C**	15		5
SFL5006	Numeracy Learning and Teaching	**C**	15		5
	Total		**45**		

Learning and teaching strategies

A variety of teaching and learning methods are employed throughout the programme in order to ensure the acquisition and development of the appropriate knowledge, understanding, skills and competences in order to achieve the learning outcomes. Some of these will be experienced during formally timetabled classes with your tutor and some will be experienced through workshops, small group and individual practical activities together with structured exercises and discussions. Individual support will be given in tutorials. Blended learning will be utilised as appropriate, for example utilising the VLE to provide an e-forum for teachers to discuss their work and obtain peer support. You will be required to take part in e-discussions with peers and tutors and to make full use of ICT as a source of information and support and to maintain a portfolio of evidence.

It is expected that you will demonstrate significant independence in your study, taking responsibility for the management of your own learning time.

Learning activities (KIS entry)

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Part Time – One year

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Scheduled learning and teaching activities	**20%**
Guided independent study	**80%**
Placement/study abroad	**50 hours**

Assessment strategy

WBE Teaching practice: Formative assessment and feedback will be given on the on-going development and delivery of students' teaching via 4 observed teaching sessions.

Course Work: Formative and summative assessment will be given during class and via feedback in tutorials. Students will be guided and directed to areas to areas of research and appropriate background reading.

Assessment methods (KIS entry)

A variety of written tasks: written reports, a case study, portfolio submissions, individual and group presentations

Practical Teaching (WBE) : 4 successful Numeracy teaching observations

Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

Grade bands and classifications

(for information only at this stage – the Assessment regulations are being revised for September 12)
In order for students to achieve a 'Pass', all the specific assessment criteria must be addressed and achieved. In addition, the general criteria must be addressed. The following grade descriptors provide the opportunity to recognise the extent to which the student has achieved the general criteria for assessment.

Following formal assessment of an assignment, there are, therefore, four possible outcomes – distinction, merit, pass and refer, (in line with the Ofsted grading of 1, 2, 3, 4). 'Refer' indicates that the work submitted is inadequate. Detailed feedback will be provided to enable a second attempt to be made. The maximum grade possible following a second attempt will be a 'pass'. An assignment which is does not meet all the criteria following a second attempt will routinely be second marked to ensure the accuracy of the grade.

COHERENCE: Quality of communication		
D	Excellent expression of ideas. Coherent, cohesive and logically structured	
M	Clarity of thought. Coherent and well structured.	
P	Clear expression of ideas.	
R	Lack of clarity of expression, Lack of structure and coherence.	
ANALYSIS: Analysis and evaluation of the relationship between theory and practice		
D	Demonstrates excellent critical, analytical and reflective skills which show a deep	

	understanding of the relationship between theory and practice in terms of pupils' learning	
M	Demonstrates good critical, analytical and reflective skills and understanding of the relationship between theory and practice.	
P	Demonstrates discussion of and attempts analysis of the relationship between theory and practice.	
R	Limited/no evidence of analysis or understanding of the link between theory and practice.	
EVIDENCE: Evidence of relevant reading and literature research, including recently published work		
D	Excellent use of a wide range of appropriate literature and terminology, demonstrating critical awareness and excellent understanding	
M	Uses appropriate literature well to demonstrate a good understanding of the topic. Good use of terminology.	
P	Appropriate use of literature and terminology to show basic understanding.	
R	Limited evidence of literature search. Selection of sources limited/out of date, with no justification for use. Writing shows a lack of understanding of the topic.	
SOURCE REFERENCING: Accurate referencing using the Harvard Referencing System		
D	Consistently accurate referencing throughout the text and reference list	
M	Accurate referencing skills used both in the text and reference list. Few errors.	
P	Referencing is mainly accurate.	
R	Little understanding of the Harvard Referencing System	
PRESENTATION		
D	Work is free of typographical, spelling and grammatical errors; demonstrating excellent IT skills	
M	Good use of grammar, punctuation, spelling with few errors; demonstrating good IT skills.	
P	Few errors in grammar, spelling, punctuation; limited IT skills demonstrated.	
R	Hindered by too many errors in grammar, spelling and punctuation; IT skills inadequate.	
OVERALL GRADE (best fit)		

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.
A team of 3 External Examiners are allocated for the PGDE programmes. The Examiners have specialisms in Numeracy and Literacy and generic Teacher Training. External Examiners also moderate the WBE process.

Support for student learning

- The programme is managed by a programme leader
- Induction programme introduces the student to the University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice

- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students
- Peer support for ICT, Literacy and Numeracy

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- Exit questionnaires

Other sources of information

Student portal (add link)
Students Union (add link)
Faculty or similar Handbook (add link)
Programme Handbook (add link)
Student Entitlement Statement (add link)
Module database (add link)
Moodle (for the programme?) (add link)
External examiners reports
http://www.bolton.ac.uk/Quality/QAEContents/ExternalExaminersReports/Home.aspx

Document control

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Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	K8	C1	P1	P2	P3	T1	T2	T3	T4	T5	T6
Level 5																				
N&NL	SFL5004	C		DTA	DTA		DTA	DTA	DTA	DTA		DTA		DTA					DTA	
NKUP	SFL5005	C	DTA	DTA		DTA	DTA	DTA		DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	
NL&T	SFL5006	C	DTA	DTA	DTA		DTA	DTA		DTA		DTA		DTA					DTA	DTA

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing

Module title	Mod Code	New? ✔	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Numeracy and the Numeracy Learner	SFL5004	✔	5	15		C		CW	100%	Y			
Improving Numeracy Knowledge, Understanding and Practice	SFL5005	✔	5	15		C		CW	100%	Y			
Numeracy Learning and Teaching	SFL5006	✔	5	15		C		CW	100%	Y	**WBE 50 hours + 4 observations**		
Total				45				**CW**	**100%**	**Y**			

Bolton Key Core Curriculum requirements

Programme specification: [PDE Numeracy L5]
Date: [May 2012]

Module Title	Module Code	C/O/E	PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
			Employability											Bolton Values		
Numeracy and the Numeracy Learner	SFL5004	C	D	DA		D	D	D	D	DTA	D	D	D	D	D	D
Improving Numeracy Knowledge, Understanding and Practice	SFL5005	C	D	DA	D	D		D	D	DTA	D	D	D	D	D	DTA
Numeracy Learning and Teaching	SFL5006	C	D	DA		DTA		D	D	DTA	D	D	D	D	D	D

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)