

Programme Specification

Programme Title: Professional Diploma in Education (PDE) Generic (Level 5 Diploma in Teaching in the Lifelong Learning Sector)

Awarding Institution:	The University of Bolton		
Teaching Institution:	Skills Solutions		
Division and/or Faculty/Institute:	Wellbeing and Social Sciences		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	LSIS		
Final award(s):	Professional Diploma in Education (Level 5)		
Interim award(s)	Preparing to Teach in the Lifelong Learning Sector (PTLLS) 12 credits Certificate in Teaching in the Lifelong Learning Sector (CTLLS) 36 credits University Award in Teaching in the Lifelong Learning Sector 60 credits		
Exit or Fallback award(s)	PTLLS 12 credits CTLLS 36 credits University Award in Teaching in the Lifelong Learning Sector 60 credits		
Programme title(s)	Professional Diploma in Education (Level 5) (Level 5 Diploma in Teaching in the Lifelong Learning Sector);		
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	1 year Full time		

period of study	2 years Part time
Admissions criteria	
The entry for the Professional Diploma in Education (PDE) qualification will depend on the area the candidate wishes to teach in as they are expected to have the highest vocational qualification relevant to their subject area. For some subject areas this means a National Vocational Qualification (NVQ) Level 3 whilst for others it may be an NVQ Level 4 or a Higher National Diploma.	
Additional admissions matters	
To gain entry, candidates must:	
<ul style="list-style-type: none"> a. have relevant work experience, if teaching vocational courses b. obtain CRB Enhanced Disclosure clearance* c. complete, and have approved, a health declaration* d. provide satisfactory references. e. be interviewed 	
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 to enable trainees:	
<ul style="list-style-type: none"> 1. to become professional practitioners in the lifelong learning sector. 2. to develop their practical professional competences, underpinning knowledge, and reflective practice strategies needed for effective teaching and support of learning in the Lifelong Learning Sector of education 3. to adopt an integrated approach to the theory and practice of teaching of their specialist area. 4. to reflect on their own previous/current levels of experience, practice and skills, and areas for development 5. to develop a reflective and reflexive approach to personal and professional development and research 6. to identify principles of their curriculum area learning, teaching, assessment and evaluation 7. to develop communication and interpersonal skills 8. to demonstrate high levels of proficiency in key skills commensurate with their individual development and professional circumstances 9. to develop an awareness of their professional role and responsibilities as a curriculum specialist teacher 10. to engage critically with key ideas in teaching and teacher education 11. to develop and feel confident in their own specialist skills 	
Distinctive features of the programme	
What a graduate should know and be able to do on completion of the programme:	
<p>The Scheme has a set of core and optional modules. These clarify the Scheme's scope and purpose; teaching and learning methods; learning outcomes etc., informed by national standards as appropriate. Work Based Experience is integral to the course and the modules.</p> <p>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. The teaching assessments are linked to the Personal and Professional Development (PPD) module.</p> <p>Trainees 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 trainee would normally be recommended to the Teacher Training Assessment Board for a pass in the award for which</p>	

they were registered.

By the end of their programme of study, trainees will have:

1. Explored educational research and related this to 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 teaching their specialist subject:

Trainees will

1. Analyse curriculum specifications and requirements, students' needs and characteristics, and available resources to make informed choices for teaching and supporting learning.
2. Justify approaches taken towards planning, preparing, assessing, evaluating and reviewing learning.
3. Plan and undertake a small-scale practitioner project.
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.
9. Analyse and review the organisation, structure and function of the Lifelong Learning Sector's educational provision.
10. Develop and record their own professional development through their PPD (personal and professional development).

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.
2. Demonstrate enhanced professional knowledge and values and the development of a scholarly approach to support the quality of the student learning experience.

P. Practical, professional or subject-specific skills

On completion of the programme successful students will be able to demonstrate the ability to

1. Undertake 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.
3. Undertake curriculum development.
4. Develop knowledge and understanding of pedagogical issues arising from the use of communication and information technologies in the Lifelong Learning Sector and the ability to use ICT effectively in learning situations.
5. 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

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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.
2. Use information technology to support teaching and learning.
3. Monitor their own progress through reviewing, reflecting, action planning and target setting. The focus of this will be PPD
4. Work effectively and co-operatively with others: their peers, other teachers, students, and work effectively on collaborative group assignments.
5. Display skill in the application of number, as appropriate.
6. Display skill in effective problem solving.
7. Develop their capacity to learn about and to investigate teaching and learning.
8. 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)	PDE Level 5		
ETT4007	Preparing to Teach in the Lifelong Learning Sector	C	12		4		
ETT4008	Teaching and Learning in Practice	C	12		4		
ETT5000	Planning for Assessment in Learning	C	24		5		
	Option Module (one of)				5		
ETT5013 ETT5012 ETT5011	(i) Working with 14-19 Age Range in the Learning Environment; or (ii) Working with Individual Learners; or (iii) Teaching and Learning Project	O	12		5		
ETT5001	Curriculum, Quality and Professionalism	C	24		5		
ETT5002	Personal and Professional Development	C	12		5		
ETT5003	Education Project	C	24		5		
	Total		120				

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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 trainee 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)

	Course Year			
	F/T	1	P/T	1 2
Scheduled learning and teaching activities		20%	20%	20%
Guided independent study		80%	80%	80%
Placement/study abroad		100 hours	50 hours	50 hours

Assessment strategy

Course Work: Formative and summative assessment will be given during class and via feedback in tutorials. Trainees will be guided and directed to areas to areas of research and appropriate background reading in order to complete the required assignments.

WBE Teaching practice: Formative assessment and feedback will be given on the on-going development and delivery of trainees' teaching via 8 observed teaching sessions.

Assessment methods (KIS entry)

A variety of written tasks: written reports, assignments, portfolio submissions, individual and group presentations.

Practical Teaching (WBE) : micro teach (PTLLS), 8 successful teaching observations (including 4 graded 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 trainees 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 trainee 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

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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 PDE/PGDE/PGDE(M) 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
- Personal and Professional Development (PPD) is integrated into all programmes
- 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 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
- Exit questionnaires
- 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

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/QAECContents/ExternalExaminersReports/Home.aspx>

Document control

Author(s)	
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Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	C1	C2	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	T6	T7	T8	
Level 4																												
PTLS	ETT4007	C	D,T,A	D,T,A			D,T,A	D			D,T,A		D,T,A		D,T,A					D,T,A						D,T,A		
TLP	ETT4008	C			D,A	D,A	D,A	D,T,A					D,T,A	D,A			D,A		D,T,A				D,T,A			D,T,A		
Level 5																												
PAL	ETT5000	C	D,T,A	D,T,A			D,T,A		D,T,A				D,A				D,T,A							D,T,A	D,T,A		D,T,A	
14-19 learners	ETT5013	O			D,T,A		D,T,A		D,T				D,T,A					D,T,A								D,T,A		
Ind. Learner	ETT5012	O			D,T,A		D,T,A		D,T				D,T,A					D,T,A								D,T,A		
T&L Project	ETT5011	O			D,T,A		D,T,A		D,T				D,T,A					D,T,A								D,T,A		
CQP	ETT5001	C	D,T,A	D,T,A			D,T,A	D,T,A				D,T,A		D,T,A				D,T,A							D,T,A			
Education Project	ETT5002	O																D,T,A		D,T,A	D,T,A					D,T,A	D,T,A	D,T,A
PPD	ETT5003	C		D,T,A			D,T,A					D,T,A	D,T,A	D,T,A		D,T,A			D,T,A	D,T,A	D,T,A	D,T,A	D,T,A		D,T,A	D,T,A	D,T,A	D,T,A

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)

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Date: [May 2012]

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
Preparing to Teach in the Lifelong Learning Sector	ETT4007	✓	4	12		C		CW 12	100 4	Y 4		4	
Teaching and Learning in Practice	ETT4008	✓	4	12		C		CW	100	Y			
Planning for Assessment in Learning	ETT5000	✓	5	24		C		CW	100	Y	WBE, 50 hours + 4 obs		
Option Module (i) Working with 14-19 Age Range in the Learning Environment or (ii) Working with Individual Learners or (iii) Teaching and Learning Project	ETT5013 ETT5012 ETT5011	✓	5	12		O		CW	100	Y			
Curriculum, Quality and Professionalism	ETT5001	✓	5	24		C		CW	100	Y			
Education Project	ETT5002	✓	5	24		C		CW	100	Y			
Personal and Professional Development	ETT5003	✓	5	12		C		CW	100	Y	WBE, 50 hours + 4 obs		
Total				120									

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Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			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
Preparing to Teach in the Lifelong Learning Sector	ETT4007	C	D	DA		D	D	D	D	D	DTA	D	D	D	D	DTA
Teaching and Learning in Practice	ETT4008	C	D	D, T, A	D, T, A	D, T, A	D	D	D	D, T, A	D	D	D, T, A			
Planning for Assessment in Learning	ETT5000	C	D	D		D, T, A	D, T, A	D	D	D, T, A	D	D	D, T, A	D, T, A		
Option Module (i) Working with 14-19 Age Range in the Learning Environment or (ii) Working with Individual Learners or (iii) Teaching and Learning Project	ETT5013 ETT5012 ETT5011	O	D	D		D, T, A		D		D, T, A	D	D	D, T, A		D	
Curriculum, Quality and Professionalism	ETT5001	C	D	DA	D	D	D	D	D	DTA	D	D	D	D	D	DTA
Education Project	ETT5002	C	D	D		D, T, A	D	D	D	D, T, A	D	D, T, A	D			
Personal and Professional Development	ETT5003	C	D, T, A	DA		DTA	DTA	D	D	DTA	D	D	D	D	DTA	DTA

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

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