

STUDENT PROGRAMME HANDBOOK

2018/2019

■ Faculty of Education
School of Teacher Education and
Development

■ The Diploma in Education and
Training
&
Professional Graduate Certificate in
Education and Training

Specialist Pathways for:
ESOL; Literacy; Maths; Special Needs



Canterbury
Christ Church
University

YOUR PROGRAMME HANDBOOK

This handbook sets out a range of information and, where applicable, points to a number of other important documents to help support you through your studies at the University.

The purpose of this handbook is to provide information about your programme of study. This should be read in conjunction with 'My Essential Information', which sets out general information relevant to all students at the University.

This information is designed to support you throughout your studies and it is important to familiarise yourself with all the contents of both this handbook and 'My Essential Information'.

**IF YOU FIND THAT YOU HAVE ANY QUERIES AFTER READING THIS GUIDE,
PLEASE CONTACT EITHER YOUR PROGRAMME DIRECTOR (FOR PROGRAMME
SPECIFIC QUERIES) OR THE I-ZONE FOR ANY OTHER QUERIES:**

CANTERBURY

i-zone@canterbury.ac.uk
01227 782222

PROGRAMME ENQUIRIES TO

post.compulsory.education@canterbury.ac.uk

If you have any suggestions for how this handbook may be improved for future students, please email your suggestion to: quality@canterbury.ac.uk



Our shared mission is to pursue excellence in higher education: transforming individuals, creating knowledge, enriching communities and building a sustainable future. This Partnership Agreement is part of this vision and was developed in equal partnership between Canterbury Christ Church University, Christ Church Students' Union and students.

WE VALUE

- The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual
- The integration of excellent teaching, research and knowledge exchange
- The celebration of being a part of a community which recognises the power of higher education to enrich individuals
- Our friendly, inclusive and professional community of students and staff, preparing individuals to contribute to a just and sustainable future.

THE UNIVERSITY

To this end the University undertakes to provide students with:

- A high quality, holistic student experience and opportunities in relation to learning and the wider experience of university
- Access to appropriate support, information, advice and guidance on all aspects of studying, living and working before, during and after their programme.

STUDENTS

To this end students undertake to:

- Be proud ambassadors for the University and the Students' Union and represent them in a manner that best promotes their respective reputations
- Take responsibility for managing their own learning: actively engaging in their programme and supporting their student representatives to help create meaningful dialogue and impactful change.

THE STUDENTS' UNION

To this end the Students' Union undertake to:

- Represent the interests of students at the University at local and national levels, and champion student representation
- Provide independent advice on academic issues
- Provide a wide range of services and opportunities to support active student and community engagement.

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WELCOME FROM THE PROGRAMME DIRECTOR

We welcome you to the Canterbury Christ Church University suite of programmes for teaching in the Further Education and Skills Sector; known as The Diploma in Education and Training (DET). For this programme we work in partnership with colleges and other organisations in a variety of geographical locations in Kent and London, plus Bexhill on the South Coast.

Liz Pichon = Faculty Director PCET Teaching Awards and Programme Director for DET/ProfGCE

Ann Cowie = Programme Director for ESOL, Literacy and Maths DET ProfGCE Specialist Pathways

PROGRAMME OVERVIEW

Programme duration and modes of study

The DET is generally a 2 year part time programme with attendance once per week over around 30 weeks per year. Partner colleges will provide you with a detailed local schedule.

In year two of your DET studies, if you already hold a degree (or equivalent qualification), you may choose to complete the Professional Graduate Certificate of Education (ProfGCE) level 6 route.

Advice and guidance from your personal tutor will be provided during your Year 1 studies.

If you teach English ESOL or Literacy; Maths or learners with Special Needs there is an opportunity to study specialist pathways – these options are only available at specific partner colleges and you would travel to those colleges to complete the 2 specialist modules but study at your 'home' college for the other 4 modules of the programme. NB this is likely to entail additional travelling time and costs but does enable you to achieve the specialist qualification instead of the generic DET.

Programme aims

The programme aims to develop:

- the knowledge and skills to provide effective, inclusive teaching, learning and assessment opportunities for their learners.
- the knowledge and understanding of a range of social, political, pedagogical, economic and curriculum issues affecting the wider FE and Skills Sector.
- the ability to meet the requirements for achievement of the professional standards laid down for teachers in the FE and Skills Sector
- the ability to use reflection on experience to develop inclusive practice.
- the ability to use professional and academic texts to develop a principled understanding of theory and practice.
- the subject specific knowledge and understanding of English or Mathematics for those on specialist pathways.

Programme learning outcomes

- Demonstrate an understanding of key theoretical perspectives in planning, teaching and assessment.
- Apply this understanding to plan, manage and deliver inclusive learning, teaching and assessment in specialist subject.
- Demonstrate a knowledge and understanding of a range of social, political, pedagogical, economic and curriculum issues affecting the wider FE and Skills Sector.
- Evaluate own teaching in order to improve professional practice.

Professional body accreditation

The Education and Training Foundation (ETF) offer the opportunity to register for Qualified Teacher Learning and Skills (QTLS) once you have a DET (or equivalent) qualification. QTLS cannot be conferred by training providers and it therefore sits outside the DET programme. CCCU cannot register you for QTLS as this is an individual choice.

The ETF website offers advice and guidance about the process and the value of gaining QTLS.
<http://www.et-foundation.ac.uk>

Programme structure diagram

Diploma in Education and Training/Professional Graduate Certificate in Education and Training.

In year one, you take 3 modules at level 4. In year 2 you may choose 3 modules at level 5 and be awarded a Diploma or 3 modules at Level 6 and be awarded a Professional Graduate Certificate in Education and Training.

Year 1

Module 1	Module 2	Module 3
Introduction to Teaching and Learning Level 4 Exit point = Intro award and 20 credits	Enhancing Teaching and Learning Level 4 Exit point = Certificate in Education and Training and 40 credits	The Learner and Learner Progress Level 4

Year 2

Module 4	Module 5	Module 6
Reflecting on Practice Level 5 or 6	Innovating the Curriculum Level 5 or 6	Developing Practice Level 5 or 6

Diploma in Education and Training / Professional Graduate Certificate in Education with a Specialist Pathway (ESOL, Literacy, Numeracy or Teaching Learners with Special Needs)

For this pathway you study two subject specialist modules at the end of year 1 and the beginning of year 2. You will complete the other four modules from the generic Diploma in Education and Training, but teaching practice must be 50% in the subject specialist area. This allows you to contextualise learning from the generic modules in your subject specialism. This pathway also has two Modules at Level 5 in the first year.

Year 1

Module 1	Module 2	Module 3
Introduction to Teaching and Learning Level 4 Exit point = Intro award and 20 credits	Enhancing Teaching and Learning Level 4 Exit point = Certificate in Education and Training and 40 credits	Either ESOL, Literacy and the Learners Or Mathematics and the Learners Or The Learner and Learner Progress 'Teaching Learners with Special Needs' Level 4

Year 2

Module 4	Module 5	Module 6
Either ESOL or Literacy Theories and Frameworks. Or Developing Mathematics Understanding or Developing Practice in Teaching Learners with Special Needs Level 5 or 6	Innovating the Curriculum Level 5 or 6	Developing Practice Level 5 or 6

KEY STAFF AND CONTACT DETAILS

Faculty/Programme Director = Liz Pichon liz.pichon@canterbury.ac.uk

Programme Administrator = Nikki Clamp post.compulsory.education@canterbury.ac.uk

English and Maths Specialist Awards = Ann Cowie ann.cowie@canterbury.ac.uk

Teaching Learners with Special Needs = Chris Lawrence chris.lawrence@canterbury.ac.uk

The Diploma in Education and Training is validated by Canterbury Christ Church University and delivered by a consortium of centres. Tutors from Canterbury Christ Church University share in the teaching of the programme as offered by the centres. At present, consortia members are:

Partner College	Coordinator at the College	CCCU Link Tutor for the College
Ashford and West Kent College	Rachael Moore/Wendie Morrison	Catherine Ashdown catherine.ashdown@canterbury.ac.uk
Barking & Dagenham College	Kate Rossiter	Emily Jenkins emily.jenkins@canterbury.ac.uk
Bexhill Sixth Form College	Louise Davison	Ian Jasper ian.jasper@canterbury.ac.uk
College of Haringey, Enfield and N E London	Maralba Jani	Graham Topley graham.topley@canterbury.ac.uk
Ealing, Hammersmith and West London College	Annalee O'Donovan	Peter Lyon peter.lyon@canterbury.ac.uk
Hadlow College	Rachael Moore/Wendie Morrison	Catherine Ashdown catherine.ashdown@canterbury.ac.uk
Lewisham and Southwark College	Jane Eley	Ann Cowie ann.cowie@canterbury.ac.uk
London South East College	Jane Burrow	Liz Pichon liz.pichon@canterbury.ac.uk
Mid Kent College	Jacqui Clark	Noelle Graal noelle.graal@canterbury.ac.uk
Newham College	Clare Tyrer	Noelle Graal noelle.graal@canterbury.ac.uk
Orchard Hill College	Jo Yarlett	Chris Lawrence chris.lawrence@canterbury.ac.uk
Reigate College	Nikki Sowe	Peter Lyon peter.lyon@canterbury.ac.uk
South Thames College	David McClymont	Emily Jenkins emily.jenkins@canterbury.ac.uk Ann Cowie ann.cowie@canterbury.ac.uk
The Learning & Enterprise Centre Bexley	TBC	Chris Lawrence Chris.lawrence@canterbury.ac.uk
Uxbridge College	Marta Knill	Peter Lyon peter.lyon@canterbury.ac.uk

West Thames College	Matt Flett	Alison Blackhall alison.blackhall@canterbury.ac.uk
Police Groups	Vince Leonard	Christian Beighton christian.beighton@canterbury.ac.uk

KEY DATES AND TIMETABLING

Programme dates usually run between September and June each academic year; please ask for our latest timetable/offer or contact the local partner college (see above) for their term dates as these do vary between colleges. The colleges will also provide you with details of the venue, room and the local study support facilities. You may also access the CCCU learning support resources in Canterbury, Medway and Broadstairs or many are available on line. See the module handbook for further details about Library resources and access the BlackBoard VLE, which you may access as soon as you are fully registered on the programme.

A scheme of work from your partner college will provide you with the days and dates for attendance plus the submission dates for assessed work. CCCU will access the results for each module from your partner college in December, April and July of each academic year; you must ensure you work to the college deadlines in order to keep your assessments on track and record your achievements in a timely manner.

Modular exam boards are held in February, May and August at CCCU and The Graduation Ceremony, held in Canterbury at CCCU, is usually on a Saturday in the March following the year of completion. Graduation is a happy occasion to celebrate your success with family and friends. You are required to wear academic dress i.e. a cap and gown if you attend the ceremony, and professional photographers are usually available to take your individual/family portraits to mark the occasion.

MODULES

There are 6 modules in the DET programme, 3 are completed in Year 1 and a further 3 in Year 2. Full details of each module is provided in the detailed module handbook; including the specialist pathway modules for ESOL, Literacy, Maths and Special Needs.

TEACHING AND LEARNING

Within the DET programme we provide a variety of approaches to teaching and learning with the aim of modelling best practice. Your tutors at the college will provide a varied programme using a mix of different teaching and learning strategies and resources. As trainee teachers you will be involved in sharing and developing your own ideas, contribute to presentations, seminar groups and participate in guided learning activities of both a theoretical and practical nature. We encourage you to be open minded, flexible and motivated to try new things to develop your skills and knowledge. Learning is a shared responsibility and we encourage all trainees to take an active role. Support and

encouragement from peers is always stated as a key outcome from student evaluations, we don't intend for you to rely on your tutor but to develop a scholarly approach to all activities.

ASSESSMENT

Assessment will be through a range of different assessment such as assignment, presentations, group discussions tasks, all of which will have a strong link between theory and practice and assessed observations of your teaching practice. You will carry out peer observations and reflect on your experience. You will take part in seminar presentations with your peers. You must pass all the assessment tasks. Both your personal tutor and your mentor will observe you and you need to be successful in all eight lessons observations over the programme. You will need to complete a Progress Log evaluating your progress and setting targets for further development in your teaching practice.

Full details about assessment, submission to Turnitin, feedback and portfolio requirements are included in the Module Handbook.

TUTORIALS / PERSONAL ACADEMIC TUTORING

You will be allocated a personal tutor from the team at your partner college and they will discuss the programme requirements and support you through your studies. The named Link Tutor from CCCU (see earlier list) will also provide advice and guidance at induction and throughout the programme. You will also work with your nominated Mentor from your workplace. You will also be observed teaching on 8 occasions four in year 1 and four in year 2. The personal Tutor or CCCU tutor will observe and grade your teaching whilst the Mentor will observe and provide specialist subject support and make a judgement about whether you are teaching to at least a minimum standard.

REGULATORY ARRANGEMENTS

This programme operates within the Regulation and Credit Framework for the Conferment of Awards, which provides the regulatory arrangements for the University's programmes. The Special Regulations for the Further Education Scheme also applies to this programme. This sets out information such as how your degree classification will be calculated and the requirements for obtaining your award. You can access it here: www.canterbury.ac.uk/handbook/policies-procedures

EXTERNAL EXAMINER

The University appoints External Examiners to act as an independent check upon the academic standards of each programme. The details of the External Examiner(s) for this programme are given below.

Partner College	Designated External Examiner
Uxbridge	Ben Beaumont, Qualifications Manager, Trinity College, London
West Thames College	
Lewisham Southwark	

South Thames - ENGLISH	
Lambeth (Yr 2 only)	Karen McGrath, Programme Director, PGCE Post Compulsory Education and Training, Birmingham City University
Barking & Dagenham	
Kensington and Chelsea	
Hadlow College	Peter Wolstencroft, Undergraduate Part Time Coordinator (Department of Education Studies), University of Bedfordshire
West Kent and Ashford College	
\fv Mid Kent (Maidstone & Gillingham)	
Kent Police	
Orchard Hill College	Angela Schofield, Course Leader Post Compulsory Education and Training, Nottingham Trent University
COHENEL (London)	
Carshalton (Yr. 2 only)	
Ealing, Hammersmith and West London College	
Newham	Stephen Pardoe, Lead Tutor for Mathematics Specialist Teacher Training, University of Warwick
London South East College	
South Thames	
Lewisham - MATHS	
Reigate College	TBC
Bexhill College	
The Learning & Enterprise Centre Bexley	

In due course, you may be asked to meet the External Examiner(s). This meeting will be to enable the External Examiner to gather information on the quality and standards of the programme. Individual performance will not be assessed at this meeting. You should not, therefore, raise any issues regarding individual assessment outcomes with the External Examiner at this time. If you wish to make an academic or fitness-to practice appeal you should do so through the University's Academic or Fitness-to-Practice Appeals Process, details of which are provided in 'My Essential Information'. If you wish to make a complaint about the quality of your programme you should do so through the University's Student Complaints Process, details of which are provided in 'My Essential Information'. In line with the Quality Assurance Agency UK Quality Code for Higher Education you should not make direct contact with the External Examiner(s).

The External Examiner for your programme will submit an annual report. All External Examiner reports can be accessed via the Student Portal and are on the DET programme BlackBoard site on the VLE. You can participate in the formal process through which External Examiner reports are

considered and responded to through the programme's student-staff liaison committee. Details of these meetings will be available from the Programme Director for DET these meetings are organised within each partner college. The response to the External Examiner report will also be made available on the Student Portal and on the Programme BlackBoard site on the VLE.

LEGAL REQUIREMENTS AND FUNDING

DISCLOSURE AND BARRING SERVICE

It is a requirement **before** the commencement of the programme that you can produce evidence of your current DBS. Ask your tutor for further guidance.

STUDENT FEES

UK Boarder Agency Requirements

The University will need to know your Immigration status in order to assess your fee status. You will need to show your passport at Registration (or a British Birth Certificate if you do not hold a passport) in order for your Immigration status/fee status to be checked. If you are not a UK national or EU citizen we will need to see and copy your passport and visa at admission in order to assess your fee status prior to registration. NB Overseas fees are higher.

Guidance on fees and finance

Fee Liability

Period 1: Course / Programme start date to 02/01/2019

If you are a new student and you take a break (interrupt) / leave early (withdraw) within the first two weeks of your Course/Programme's start date, which can be found via the link below, then the University waives the tuition fees and you are not liable for any tuition fee (or loan) debt.

If you are a new student and you take a break (interrupt) / leave early (withdraw) after two weeks from your Course/Programme's start date, then you are liable for 25% of the annual tuition fee amount, which will be paid to the University by the Student Loans Company (SLC) for SLC-funded students or which will otherwise be a debt that you personally accrue (e.g. if you are self-funding). If you are a continuing student and you take a break (interrupt) / leave early (withdraw) at any point in Period 1, then you are liable for 25% of the annual tuition fee amount, which will be paid to the University by the Student Loans Company (SLC) for SLC-funded students, or which will otherwise be a debt that you personally accrue (e.g. if you are self-funding).

Period 2: 03/01/2019 to 29/04/2019

If you are either a new student or a continuing student and you take a break (interrupt) / leave early (withdraw) at any point in Period 2, then you are liable for 50% of the annual tuition fee amount, which will be paid to the University by the SLC for SLC-funded students or which will otherwise be a debt that you personally accrue (e.g. if you are self-funding).

Period 3: 30/04/2019 to 31/08/2019

If you are either a new student or a continuing student and you take a break (interrupt) / leave early (withdraw) at any point in Period 3, then you are liable for 100% of the annual tuition fee amount,

which will be paid to the University by the SLC for SLC-funded students, or which will otherwise be a debt that you personally accrue (e.g. if you are self-funding).

Further information on the liability dates for 2018-19 can be found on the website:

<http://www.canterbury.ac.uk/study-here/fees-and-funding/undergraduate-fees-funding/tuition-fees.aspx>

Term / Semester dates are available at: <http://www.canterbury.ac.uk/students/academic-services/term-dates/term-dates-2018-19.aspx>

****IMPORTANT****

If you should have any queries regarding your fee amount, please contact fees@canterbury.ac.uk. If you receive an invoice for your fees, even if you have a loan or if your sponsor is paying, please contact finance@canterbury.ac.uk or call 01227 922500 immediately.

Please be aware that the Finance team at Canterbury Christ Church University will contact you via your **University email address and the personal email address you provided to the University. It is therefore important that you check both email addresses regularly.**

ADDITIONAL INFORMATION

ENGLISH, MATHS AND ICT

As a teacher in the sector you are expected to have good personal skills in English, Mathematics and Information Communication Technology (ICT) as well as being able to embed the development of your learners' skills in your teaching. Content on this is described as the "minimum core". There are resources available on the VLE and how you embed English, Maths and ICT in your teaching forms part of the assessment of lesson observations.

The minimum core is not intended to prepare trainee teachers to teach these subjects, but will support you in developing inclusive approaches to learners with literacy, language, numeracy and ICT needs and raise the achievements of learners on their programmes.

Teachers who wish to teach English or Maths (Literacy, Numeracy or ESOL (English to Speakers of Other Languages)) should complete a specialist teaching qualification route (see section 4.3).

Requirements for the Diploma

Initial assessment of a trainee teacher's English, Mathematics and ICT

We assess all students at the start of the programme in order to identify, record and begin to address any needs. Evidence of this will be negotiated with personal tutors and will be recorded in your Progress Log. Trainees who are assessed below level 2, or who are not confident with their own skills, are advised to seek additional support from specialist teachers. If your personal skills in

English are below level 3, you will find it very difficult to meet the requirements of the written assessments on the programme.

ASSESSMENT OF ATTAINMENT

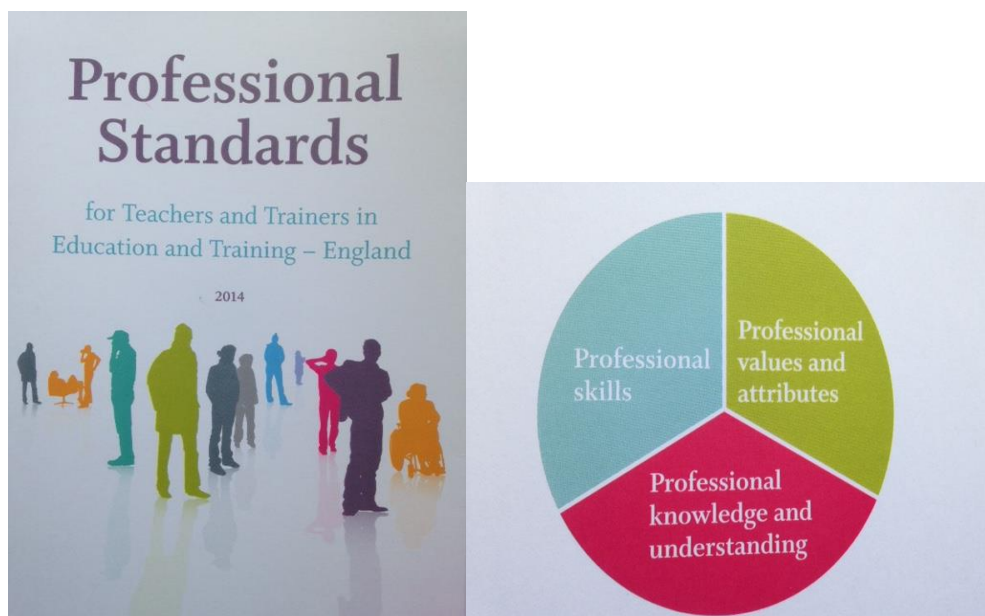
Since September 2008 OfSTED has required providers of initial teacher training programmes to assess the attainment of trainees using the OfSTED four point scale, 'Outstanding', 'Good', 'Requires Improvement' and 'Inadequate'. The grading process will contribute to your own progress record compiled during the programme and will influence your overall grade at the end of the six modules. The grading will be based on both self and tutor assessment of your progress against the Professional Standards for Teachers and Trainers in Education and Training – England. This process is set out in Section C of your Progress Log.

You will need to provide evidence of your development in the Progress Log and your tutor will record an overall grade at the following stages:

- For initial assessment at the end of Module 1
- For formative assessment at the end of Module 3
- For summative assessment at the end of Module 6

PROFESSIONAL STANDARDS

Professional Standards for Teachers and Trainers in Education and Training – England



Please ensure that ALL of your professional practice and studies during the Diploma/PGCE programme is based on the 2014 Professional Standards. The 3 page document may be downloaded from the website and used to reference your assessed course work.

The following is an extract accessed in June 2015 from:

<http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

'The 2014 Professional Standards:

- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education; and,
- provide a national reference point that organisations can use to support the development of their staff'

'As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.

Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners
2. Evaluate and challenge your practice, values and beliefs
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
4. Be creative and innovative in selecting and adapting strategies to help learners to learn
5. Value and promote social and cultural diversity, equality of opportunity and inclusion
6. Build positive and collaborative relationships with colleagues and learners

Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and assess its impact on learning
11. Manage and promote positive learner behaviour
12. Understand the teaching and professional role and your responsibilities

Professional Skills

Develop your expertise and skills to ensure the best outcomes for learners

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
15. Promote the benefits of technology and support learners in its use
16. Address the maths and English needs of learners and work creatively to overcome individual barriers to learning
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organisational development and quality improvement through collaboration with others'

QTLS

"Qualified Teacher Learning and Skills (QTLS) is a professional status that you can gain by successfully completing professional formation." ETF website June 2015

<https://set.et-foundation.co.uk/professionalism/gaining-qtls/>

The process for applying for QTLS may only be completed AFTER you qualify with a recognised qualification like this Diploma/PGCE programme. However Professional formation sits outside the qualification and CCCU is not involved in the process. Please note the following information from The Education and Training Foundation website accessed in June 2015; please check the site for current fees, membership information and the process details and dates. <https://set.et-foundation.co.uk/professionalism/gaining-qtls/>

[“Professional formation](#) is a process that enables you to demonstrate the effective use of skills and knowledge in your professional practice that is required to achieve QTLS status.

The Education and Training Foundation is the only organisation that confers QTLS status following the transfer of IfL's legacy in October 2014.

If you are applying for QTLS you are also required to demonstrate numeracy and literacy qualifications at (or above) Level 2. Individuals' SET membership should be up to date. This includes completing a declaration of suitability when joining SET or renewing membership. The cost of undertaking professional formation leading to QTLS is £485. You can pay this in two instalments of £100 and £385....

The professional formation process requires you to complete an online workbook in REFLECT+. The time taken to complete this process and achieve QTLS status will be determined by your individual circumstances. For example, level of experience or work commitments. Therefore, SET has taken a flexible approach to professional formation with a number of application windows open each year.”

Equivalence of QTLS and QTS

On 3 March 2011, a ground breaking policy decision was taken to accept Professor Wolf's recommendation ... "To allow qualified further education lecturers to teach in school classrooms on the same basis as qualified school teachers."

Since 1 April 2012, Society for Education and Training (SET), formerly the Institute for Learning (IfL), members with Qualified Teacher Learning and Skills (QTLS) status have been recognised as qualified to teach in schools.

Statutory instrument 2012 No. 431, which was laid in parliament on 9 March 2012, amended the 2003 regulations so that **holders of QTLS who are SET members may be appointed to permanent positions as qualified teachers**, without any further induction requirements.

Schools and local authorities remain responsible for decisions on employing QTLS holders, and SET maintains the national register of QTLS holders, including those teaching in schools.

GUIDE TO SPECIALIST PATHWAYS

English and Maths / Functional Skills / Skills for Life

Functional Skills or Skills for Life are terms used to describe the curriculum areas of Literacy, ESOL (English to Speakers of Other Languages) and Numeracy. Many teachers of English and Maths are also engaged in teaching to GCSE qualifications, as there is now an expectation that all students in the sector will gain at least a grade C in English and Maths.

Teaching in English / Maths / Functional Skills

The professional standards for teachers developed by ETF are applied to the teaching of Literacy, Numeracy and ESOL and specialist qualifications were developed (not for ICT). The qualifications have additional content on the subject specialism in recognition of the need for teachers to develop their subject knowledge as well as subject teaching expertise. Anyone wishing to teach English or Maths (Literacy, Numeracy) or ESOL is advised to follow a specialist training route. There are two ways you can do this:

Specialist Pathway Route

You can study specialist modules in English and Maths as part of your Diploma programme. Modules 1 and 5 are studied in subject specialist groups. In order to do the subject specialist modules you may have to attend a different partner organisation *for these modules only*. You then return to your own group for the other modules.

The additional route:

You may choose to complete a generic Diploma course and then undertake an additional Diploma in Teaching English or Mathematics. These additional Diplomas in English and Mathematics are offered by our Partner College, Lewisham Southwark College.

Bursaries

We anticipate there will be government bursaries available to students on the specialist pathway for English and Maths (**up to £25,000 for Maths**). These are subject to meeting specific criteria including having a degree in an appropriate subject area.

If you have any further questions about ESOL, Literacy or Numeracy teaching qualifications, contact Ann Cowie, English and Maths coordinator ann.cowie@canterbury.ac.uk

LIBRARY

Using the CCCU campus libraries

Library and Learning Resources provides the resources, facilities and support to help you with your studies. More detailed information can be found via Blackboard and on the library website at: www.canterbury.ac.uk/library You must be a fully registered student at CCCU before you can borrow books or access resources via LibrarySearch. The Library will use your CCCU e-mail address to communicate with you so you should check this regularly.

All students can borrow books from Canterbury (Augustine House). Students registered at Medway can also borrow from the Drill Hall Library (other students can use this library for reference and may be able to borrow from here using the SCONUL Access scheme – see section below). These libraries contain extensive education books, journals and other useful education resources and you are encouraged to visit these to survey the range of texts that might be relevant to your studies. You can borrow and return books between these different libraries. The libraries also provide quiet and group areas for studying, computers and laptops that you can use, wi-fi areas, printing, photocopying and scanning facilities and lots of support from library staff. (Note that resources and services vary at the campus libraries).

Most of the campus libraries are open at evenings and weekends for the majority of the year; check the opening hours on the library website. Many library resources are available online via LibrarySearch, which you can access from anywhere 24 hours a day (see below). Your Centre may also have its own library, which you can use.

In CCCU libraries, you will find books about education are generally shelved at the classmark starting 370, with Adult Education around classmark 374. Books about teaching a specific subject

(e.g. teaching tourism) will be shelved with books on that subject (i.e. tourism). Use LibrarySearch to see which books the libraries have and if they are available for you to borrow now. Note that many books are also available as e-books, which you can read from off-campus.

Your Library account

Go to LibrarySearch and Sign In (with your CCCU log-in details), then select "MyLibrarySearch" to check how many books you have out on loan and when they are due back; you can then renew these yourself. You can also do this via the Christ Church Mobile App.

You can renew items that you have out on loan up to six times, as long as they have not been requested by another library user. Remember to renew books to avoid getting library fines. You can also reserve books to collect from any campus library (if all copies are currently on out on loan to other users). Note: if you have accrued any library fines then these must be paid **in full** before you can borrow more books. Fines can be paid at any campus library or over the phone by card; telephone 01227 782352.

Borrowing from other university libraries

The SCONUL Access scheme is a reciprocal borrowing scheme between UK academic libraries. As a part-time learner, you are eligible to join the scheme, which enables you to borrow books from other academic libraries in the UK (note that this includes borrowing from the Drill Hall Library at Medway if you are not registered there).

Read more about the scheme and apply online at: <http://www.sconul.ac.uk/sconul-access>
The Library will receive your online application, check your library account, and then email you confirmation. You should **take a copy of that e-mail** with you when you go to the library you want to visit, **along with your CCCU Smartcard, then you will be able to borrow books.**

Library Search for online resources

Library and Learning Resources subscribes to a wide range of e-books, e-journals and other resources that you can access via LibrarySearch – as well as using this system to see what resources are in the CCCU campus libraries. It is recommended that you spend some time familiarising yourself with this system and exploring the academic resources that the library subscribes to online - you will not find these for free on the web.

Find the link to LibrarySearch from the **Library website** or from the portal. Click on **Sign In** and enter your computer username and password otherwise, you will not be able to access and read all the resources. Use the main search box to search for particular items (books/journal articles etc.), or to search for a subject, then use the filter options to refine your results (e.g. limit to "Full Text" to display only the e-books and e-journals that you can read online). You can also choose to search individual specialist databases to extend your research (select "Find Databases").

For further information, help, guides and short video-tutorials about using LibrarySearch see Blackboard and the library website. This includes a "Tips for reading journal articles off-campus" guide and "Off-campus trouble-shooting advice" which will help if you have trouble accessing anything.

Library help

Please do contact the library if you have any questions or need help:

See the "Contact us" section on the library website for e-mail form and phone details:

<http://www.canterbury.ac.uk/library/contact-us> Tweet: @cccublibrary

Contact the i-zone: tel.: 01227 782222 e-mail: i-zone@canterbury.ac.uk

Contact your Learning & Research Librarian - **Catherine Sherwood**

email: catherine.sherwood@canterbury.ac.uk Tweet: @EduLib_cccu

Check the Library section on Blackboard for help, information and guides

STUDENT SUPPORT

The University has a range of services open to students who feel that they may benefit from some extra support. Within our student support, health and wellbeing team are trained staff that can help with a range of personal, emotional wellbeing, mental health, disability, financial and academic matters. To get in touch with a member of the team you can either call the izone on 01227 922222 or telephone/email the below or go to the relevant website address:

Disability service

01227 922576

www.canterbury.ac.uk/disability

Mental wellbeing

01227 923056

mentalwellbeing@canterbury.ac.uk

Monetary concerns

01227 922675

studentwellbeing@canterbury.ac.uk

Academic

01227 922641

learner@canterbury.ac.uk

INTERRUPTION AND WITHDRAWAL

If you wish to withdraw or interrupt from your course, you will need to complete a request via the student portal. In order to complete this process you will need to go to the area on the portal accessible via the link: <https://portal.canterbury.ac.uk/campusm/home#menu>

GUIDELINES FOR PRESENTING COURSE WORK

Academic presentation

- Use a PC
- Ensure you include:
 - your name
 - module number and module title
 - assignment title
 - date (updated for final submission)
 - page numbers
 - a PGCE level 6 title if appropriate
 - a specialist pathway title where appropriate
- Use font size 12. 'Arial' or 'Verdana' typeface is preferred
- Use 1½ line spacing except for quotations, which should be single-spaced
- Each paragraph should be clearly separated from the previous paragraph
- Quotations must follow Harvard Referencing standards – <https://www.canterbury.ac.uk/library/docs/harvard.pdf>
- Referencing: Failure to provide references may expose you to charges of plagiarism. You need to include references in every assignment. See guidance in modular handbooks. Reference lists and quotes **are not** to be included in the word count.

Please ensure that a signed Assignment Plagiarism Statement is submitted with every module.

PROGRESS LOG

The Progress Log is an essential element of the Diploma modular programme. It forms part of the overall assessment of the course with section C providing an initial assessment at the end of Module 1 and an overall grade of your progress at the end of each year. The other sections of the Progress Log are also important in providing a personal record of development, much the same as an individual learning plan (ILP). Each section has advice and guidance about its purpose and what

to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress.

IMPORTANT - an electronic copy of the Progress Log should be downloaded from the VLE and updated regularly.

A copy of the Progress Log must be emailed to post.compulsory.education@canterbury.ac.uk at the end of Module 1, Module 3 and Module 6 to add to our data records for Ofsted. Further guidance is available from your tutor and examples and support are on the VLE

OBSERVATIONS

You MUST be observed as part of this module, teaching to at least a minimum pass standard.

Overall, students should be observed ONCE PER MODULE and on at least 4 occasions in each academic year – 2 by Mentor 2 by Tutor, therefore 8 in total over the 2 year programme.

An electronic copy of the observation form (and an observation handbook) can be downloaded from the VLE.

It is YOUR responsibility to agree dates for observations in good time and to submit the required documents in advance of the observation day. Remember your observers are very busy professionals and need you to arrange dates well in advance and to keep to the agreed observation dates wherever possible. Please do not leave observations until late in the year; plan your time well to ensure you are not under pressure by having rushed observations.

Observations must be spread across the year to give you the opportunity to develop and progress following feedback and developmental targets from previous observations. Observations represent an opportunity for you to apply what you have learnt in your sessions and to demonstrate your teaching skills in the context of your specialist subject and institution. It is realistic to aim for 'outstanding' practice by the end of the programme.

TEACHING PRACTICE

You need to complete an absolute minimum of 100 independent teaching hours over the duration of the Diploma/PGCE programme. This is usually split into a minimum of 40 hours in Year 1 and 60 in Year 2.

For the specialist pathways (English/maths/SEND):

- For the English Specialist pathway, at least 50% of your teaching must be in either ESOL or Literacy. You must teach at two different levels from Entry / Level 1 /Level 2.
- For the SEND specialist pathway, 50% of these hours **MUST** be teaching learners with special needs.
- For the maths specialist pathway, at least 50% of these hours **MUST** be teaching mathematics or numeracy at two different levels.

It is your responsibility to ensure you have sufficient teaching hours to fulfil the requirements.

CCCU/partner colleges are NOT responsible for finding you a teaching placement because this is an in-service qualification and you **MUST** have a teaching role in an appropriate learning context **BEFORE** you start the programme.

HOW DO I SUBMIT MY ASSESSMENT?

Assignments must be submitted on or before the submission deadline. The university uses **Turnitin for electronic submission (e-submission)** of work for assessment. You are required to submit your written assignment to Turnitin for each module. You upload your work to Turnitin directly through the VLE. Turnitin is then used for 'originality checking' to help detect plagiarism in assessed work.

If written assignments are not submitted to Turnitin they will be considered fail unless extenuating circumstances are involved. For more information about extenuating circumstances, please go to:

http://www.canterbury.ac.uk/students/academic-services/updating-your-status/extenuating-circumstances.aspx#regulations_current_students

As well as familiarising yourself with these arrangements you should refer to the Turnitin guide for students, which is available on the University's Turnitin website at <http://www.canterbury.ac.uk/learning-and-teaching-enhancement/learning-technology/the-technologies/electronic-assignment-management.aspx> . This contains an overview of Turnitin, a guide to using Turnitin through the VLE and information relating to copyright and data protection, which you must read so that you understand your rights.

If you have any problems uploading assignments to Turnitin you can contact the i zone on: 1227 922222

HOW DO I GET FEEDBACK ON MY ASSESSMENT?

Feedback is provided in a variety of ways – all the way through a module you will be receiving informal feedback on your performance, in your discussions with teaching staff, in class or tutorials for instance. In addition, you will be given detailed written feedback on each module assignment plus a detailed observation report after your teaching observation(s). Your tutor will also provide written feedback on your teaching related tasks (portfolio of teaching related tasks), such as your progress log.

HOW DO I PROVIDE FEEDBACK FOR THE MODULE?

You will have a chance to comment on your experience of the module by completing the feedback survey, available as a link on the VLE. This will help you reflect on your own learning and will assist your tutors in making future improvements.

ACADEMIC INTEGRITY

The CCCU Plagiarism Policy defines plagiarism as ‘the act of presenting the material, ideas, and arguments of another person/persons as one’s own. To copy sentences, phrases or even particular striking expressions without acknowledgement in a manner which may deceive the reader as to the source is plagiarism’. Often this is not deliberate, but the consequences can be significant. You are required to demonstrate your knowledge and understanding of the module by meeting the learning outcomes. All work is expected to be your own.

The full plagiarism policy can be found by following this link: <http://www.canterbury.ac.uk/quality-and-standards-office/docs/plagiarism-policy.pdf>

The procedures for handling allegations for plagiarism and the actions that can be taken are set out in the Assessment Procedures Manual, which can be found by following this link: <http://www.canterbury.ac.uk/quality-and-standards-office/assessment-procedures.aspx>

STUDY SKILLS

The course requires you to write a number of assignments. Writing a good assignment can be both a challenge and one of the most rewarding aspects of study. The CCCU library website has some good guides about study skills including: library search, e-books, e-journals, and reference management and citation tools: <http://www.canterbury.ac.uk/library/guides/guides.aspx>

ATTENDANCE AND ABSENCE

Students are required to attend all taught sessions, online activities and individual tutorials, and maintain the required teaching hours, make observation time available for assessment and to take responsibility for their own learning. Any exceptional issues must be referred to the Programme Co-ordinator. In such cases, you will be required to provide evidence and seek authorisation for absence on the programme.

You should always inform the relevant tutor and Programme Co-ordinator in advance of your absence. Learning is a shared experience and students are expected to play a part in promoting collective understanding.

Attendance is necessary to help to:

- Enhance educational development within the area of study;
- Receive information about the programme;
- Prepare for all assessments;
- Undertake any practical group work (including working with others in seminars);
- Develop as a professional

COACHING OPPORTUNITIES

We are able to offer students an opportunity to have an hour and half of personal coaching this year at a time and place set by you. If you want to develop an aspect of your teaching practice, you will be allocated a coach who will meet and work with you to address your bespoke needs. All students who have received coaching have found it very beneficial and many said that they would like further coaching. For further information, please contact coaching.fe@canterbury.ac.uk

BRITISH VALUES / PREVENT / EQUALITY DUTY

FE Colleges and training providers need to be implement the Prevent Duty (The Counter-Terrorism and Security Act 2015) to prevent students being drawn into radical extremism in all its forms. Part of this is to make sure that learners know that they are studying British values in the curriculum and train learners in keeping themselves safe, particularly online. Recommended resources that can help with promoting Prevent / British values can be found on the Education and Training Foundation website: <https://www.etflearners.org.uk/index.php>

REFERENCING AND QUOTATIONS

Reference sources (i.e. books and websites) show evidence of your reading and are used in your assignments to support your thoughts, but to avoid plagiarism you will need to acknowledge the work of others using the following examples and guidelines. Note that references and quotations are not included in the word count for an assignment.

Reference List

For each Module assignment that you write, it is essential that you complete a reference list identifying the text and www sources that you have used within your work (whether direct or indirect quotations). The reference list is placed at the end of your work and essentially identifies all the sources you have referred to within your writing. It is important for the reader/assessor of your work to be able to see where you have accessed your information. The reference list is presented in alphabetical order. The DET programme does not require a Bibliography (which is slightly different – see Pears & Shields ‘Cite Them Right’ for the differences).

An example of a reference list follows and includes the formats for: a single-author book, a two-author book and a book with more than two authors, a journal article, a government publication, a website and a newspaper.

REFERENCE LIST EXAMPLE

Armitage, A. Bryant, R. Dunnill, R. Flanagan, K. Hayes, D. Hudson, A. Kent, J. Lawes, S. Renwick, M (2007) *Teaching and Training in Post-Compulsory Education* 3rd edn. Maidenhead: Open University Press.

DfEE, (1997) *Learning for the Twenty-First Century (Fryer Report)*. London: HMSO.

Ecclestone, K. (2003) *Understanding Assessment and Qualifications in Post-Compulsory Education*. Leicester: NIACE.

Evershed, J. and Roper, J. (2010) *Teaching IT 14+* Maidenhead: OU Press.

Maudslay, L. (2002). 'Implications of the Disability Discrimination Act Part 4.' *Adults Learning*. 36 (5), pp.2-7.

Mourant, A. (2011) 'Can't pay, won't pay, say lecturers'. *The Guardian*, 5 April, p.6.

Business Innovation and Skills (2013) *The future of apprenticeships in England: implementation plan*. Available at: <https://www.gov.uk/...future-of-apprenticeships-in-england-richard-review> (Accessed: 21st June 2015)

Note that the formatting is a requirement - book titles are in italics; the titles of journal articles are enclosed by single quotation marks; the use of full stops and brackets is essential; a colon is placed between place published and publisher. Also note the space between each reference.

QUOTATIONS

Direct quotations

Sometimes you may find a section of text in a book, newspaper or journal that you wish to reproduce *word for word* in your assignment. This is called a *direct quotation* and if the quotation is **less than three lines long**, it is included in your paragraph but you must *include a page number* with the year ie Wallace, (2015,p.5). The quotation itself is indicated by using quotation marks. **Examples of using direct quotations that are less than three lines long are:**

The lesson aims relate to the teacher's intentions for the lesson and they usually start with the word 'To', for example: To introduce To facilitate..... and To re-cap..... According to Scales (2008,p.103), lesson aims "...can be useful to put into a nutshell the purpose and direction of a session for teachers and learners"

This can also be written as:

"....lesson aims can be useful to put into a nutshell the purpose and direction of a session for teachers and learners", (Scales, 2008, p.105). Lesson aims relate to the teacher's intentions for the lesson and they usually start with 'To', for example, To introduce..... To facilitate..... and To re-cap.....

For **quotations of three lines and over**, you need to introduce the author (year and page) but *separate* the start and the end of the quote from the main text, and *indent* both sides. Quotation marks are *not* needed as the act of *separating* and *indenting* shows that it is a quotation. Note that this is made much easier if you are *justifying* your margins (ask your tutor how to do this). See the example below, of separation and indentation for **three or more lines of quotation:**

When considering the role of the teacher and the key purpose and features of good practice, Gravells (2012) states that:

The key purpose of a teacher is to create effective and stimulating and opportunities for learning through high-quality teaching that enables the development and progression of all students. Teachers in the lifelong learning sector should value all students individually and equally, (Gravells, 2012,p.5).

Note that:

If a quotation in the original source goes over two pages, then you need to use pp.5-6 rather than just p.5.

If you have two authors, you need to cite *both* of their surnames in the text.

If there are more than two authors, only list the first and then add the phrase *et al.* which denotes there are more authors e.g. Armitage *et al* (2013, p.14) state that...

Indirect Referencing Sometimes you may wish to summarise or refer to someone else's work from a book, journal or newspaper without directly quoting them. This is called indirect referencing and ***no page number is required***. For example:

Evershed and Roper (2010) discuss how assessments in Information Technology often lend themselves to e-assessment, but that in order to broaden the assessment process they should not exclusively rely on this single method.

Non-book sources

You are not limited to printed material as sources of referencing. For example you may find an on-line publication or a film or TV programme that you wish to reference in your assignment. If it is clear who the author or organisation is, the year it was written and the page number/s, then you simply follow the same examples as above. However, sometimes these are not obvious and *you should really consider whether the source is of the appropriate calibre, especially if there is no author – remember anyone can publish practically anything on line. If you still wish to include it the examples to follow are:*

If the Author is known, but the date and page numbers are not, you would put for example: The IFL (year and page unknown) state that "teachers need to be continually working towards their continuous professional development so that they keep up to date with changes in the sector."

For an absolute guide to referencing – see **Pears & Shields *Cite them right: the essential guide to referencing and plagiarism* guide**. This is available at www.canterbury.ac.uk (click on the Reference tab. Alternatively you can purchase this invaluable book yourself.

Module One: Introduction to Teaching and Learning.

20 credits (10 ECTS credits) Level 4

September – December 2018 METLL1TEL

Module Aims

The module will focus on competent delivery in a range of learning environments and will encourage participants to explore the nature and diversity of learners in the sector and concentrate on key principles of planning and organisation for effective learning.

Learning Outcomes

By the end of this module students will be able to:

1. Demonstrate an understanding of own role, responsibilities and boundaries in relation to teaching.
2. Demonstrate an understanding of how to plan, use and evaluate appropriate teaching and learning approaches and resources in specialist subject area.
3. Apply knowledge and understanding to deliver effective teaching and learning.

Indicative Content

There will be a focus on the key skills and attributes required of an effective teacher as well as identifying the roles of a practitioner. The module will outline the basic principles of lesson planning and schemes of work, catalogue a range of teaching strategies, classroom management techniques and evaluation procedures. Establishing a Progress Log and undertaking subject and skills audits is an important element in preparing to teach. Micro teach sessions will provide the focus for developing and enhancing teachers' skills and provide classroom activity for evaluative discussion.

Participants will be encouraged to evaluate their use of a range of teaching and learning strategies. In response to reflection, self-evaluation and teaching observations, participants will examine their own development needs. Building the Progress Log will be a focus of students' learning.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

1. Progress Log (500 words)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.

- Download the Progress Log from the VLE and complete sections A, B and C electronically; you may find it useful to refer to the Professional Standards.
- Section A – English, Maths and ICT - identify areas for development in how you support learners in these three areas and comment on your own skills/qualifications /CPD.
- Section B - focus on discussions with and support from your mentor/colleagues, noting any points of development relating to your subject specialism.
- Section C - will be used as an initial assessment at this point in the programme. Date your entries and link to evidence.
- Create a current electronic curriculum vitae (CV).
- At the end of the module email your CV and Progress Log to post.compulsory.education@canterbury.ac.uk.

2. Peer Observation (500 words)

Conduct a one hour observation of another teacher in a different subject or context to your own.

- Use the peer observation form for Module 1 (available on VLE) to help you reflect specifically on the planning and delivery of the lesson, comparing and contrasting them to your own practice.
- Include the lesson plan.

3. Teaching Observation (1000 words)

Arrange an observation of your teaching. Read the observation handbook for more detailed guidance and example of a completed form.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment. Update Sections A and C of the Progress Log to record your own progress and development.

Module Assignment (50%): (2,000 words)

1. Micro-teach

Plan and deliver a 15 minute micro teach in your own subject area. Include a lesson plan. Participate, observe and evaluate the micro-teaching sessions of your own and other group members. Please ask a peer to video record your micro teach, where possible and submit an e-link with your essay.

2. Reflection on your micro-teach

Write a critical evaluation of your micro-teach reflecting on good practice in teaching, learning and assessment.

A minimum of 4 references from different sources using appropriate referencing.

Module Reading List

Core Reading

Armitage, A. Cogger, A. Evershed, J. Hayes, D. Lawes, S. Renwick, M (2016) *Teaching in Post 14 Education & Training* 5th edn. Maidenhead: OU Press

Armitage, A. Donovan, G. Flanagan, K & Poma, S (2011) *Developing Professional Practice 14-19* Harlow: Longman/Pearson Education

Gould, J. & Roffey-Barentsen, J. (2014) *Achieving your Diploma in Education and Training* London: Sage

Gravells, A. & Simson, S. (2008) *Planning and Enabling Learning in the Lifelong Learning Sector* Exeter: Learning Matters

Gravells, A. (2012) *Planning to Teach in the Lifelong Learning Sector – The New Award* Exeter: Learning Matters

Gravells, A. (2012) *What is Teaching in the Lifelong Learning Sector?* Exeter: Learning Matters

Keely-Brown, L. (2007) *Training to Teach in the Learning & Skills Sector, from Threshold Award to QTLS* Harlow: Pearson Education

Keely-Brown, L. (2014) *Achieving your Award in Education & Training* Maidenhead: OUP

Machin, L. Hindmarch, D Murray, S Richardson, T (2014) *A Complete Guide to the Level 5 Diploma in Education & Training* Northwich: Critical Publishing

Petty, G. (2009) *Evidence Based Teaching: A Practical Approach* 2nd.edn. Cheltenham: Nelson Thornes

Petty, G. (2009) *Teaching Today: A Practical Guide* (2009) 4th. edn. London: Stanley Thornes

Tummons, J (2010) *Becoming a Professional Tutor in the Lifelong Learning Sector* 2nd. edn. Exeter: Learning Matters

Wallace, S. (2011) *Tutoring & Training in the Lifelong Learning Sector* 4th. edn. Exeter; Learning Matters

Zaidi, N (2015) *Achieving your Award in Education & Training – the Comprehensive Comparison* Education & Training Consultants Ltd.

Additional Reading

Boyd, P. Hymer, B. Lockney, K. (2015) *Learning Teaching – Becoming an Inspirational Teacher* Northwich: Critical Publishing

Delaney, J. & Cope, A. (2016) *Supporting Maths and English in Post 14 Education & Training* London: OUP

Journals

Adult Learning: NIACE

British Journal of Education Studies

Journal of Further and Higher Education

Journal of Vocational Education and Training

Websites

Excellence Gateway <http://www.excellencegateway.org.uk>

Education & Training Foundation (ETF) <http://et-foundation.co.uk/support-practitioners>

Society for Education and Training (SET) <https://set.et-foundation.co.uk/professionalism/gaining-qtls>

Infed <http://infed.org.mobi>

Module Two: Enhancing Teaching and Learning

20 credits (10 ECTS credits) Level 4

January – April 2019 METLL1ETL

Module Aims

The aim of the module is to explore theories of learning and extend knowledge of educational research in order to develop research informed / evidence based practice. Students will be encouraged to evaluate relevance and usefulness of the module content to their own subject specialist area.

Learning Outcomes

By the end of this module students should be able to:

1. Analyse and evaluate theories of learning
2. Apply theoretical understanding of effective practice in teaching to enhance teaching and learning in own specialist area
3. Describe and evaluate strategies for managing learners and learning.

Indicative Content

In this module students will be encouraged to explore selected aspects of theory and relate them directly to practice. The module will consider a range of historical and contemporary theories of learning and look at their application to practice. Behaviourist, constructivist / social constructivist, critical and humanistic perspectives will be introduced with a focus on how each can inform our understanding of learning. Students will extend knowledge of educational research to develop research informed, evidence-based practice. In addition, there will be discussion of factors affecting learning such as motivation, and development of skills in own subject specialist area to enhance teaching and learning.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

1. Progress Log (500 words)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Revisit and update sections A & B of your Progress Log.

- Section A: Personal and professional action plan. Identify areas for development - set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.

2. Peer Observation (500 words)

Conduct a one hour observation of another teacher in different subject / context to you.

- Use the peer observation form for Module 2 (available on VLE) to help you reflect specifically on strategies for managing learners and learning.
- Include the lesson plan.

3. Teaching Observation (1000 words)

Arrange an observation of your teaching. Read the observation handbook for more detailed guidance and example of a completed form.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update sections A & C of the Progress Log to record your own progress and development.

Module Assignment (50%): (2,000 words)

Evaluative report: As part of a 'supported experiment' choose a teaching method or approach you would like to experiment with and trial it in your teaching. Invite feedback from learners and peers as part of the process (and ideally ask a colleague or peer to observe you using the method / approach). Write a report, which includes a rationale component (1000) and an evaluation component (1000) of the taught session(s). In the report describe the teaching methodology that you have used in the experiment and analyse the theoretical underpinnings with reference to the literature on learning theory and pedagogical research.

Minimum 6 references from different sources using appropriate referencing (see VLE and handbook).

NB References and quotes are not included in the word count.

Module Reading List

Core Reading

Armitage, A., Evershed, J., Hayes, D., Hudson, A., Kent, J., Lawes, S., Poma, S. and Renwick, M. (2012) *Teaching and Training in Lifelong Learning*. Maidenhead: OU Press.

Aubrey, K. and Riley, A. (2015) *Understanding and Using Educational Theories*. London. Sage.

Avis, J., Fisher, R. and Thompson, R. (eds) (2010) *Teaching in Lifelong Learning. A Guide to Theory and Practice*. Maidenhead: Open University Press.

Beighton, C. (2016) *Expansive Learning in professional contexts: A materialist perspective*. London: Palgrave Macmillan.

Clark, J. (2005) *Explaining Learning: From analysis to paralysis to hippocampus*. *Educational Philosophy and Theory*, 37 (5), 667 - 687

Gould, J. (2012) *Learning Theory and classroom practice in the Lifelong Learning Sector*. 2nd edn. Exeter; Learning Matters.

Hallam, S. (2005) *Enhancing motivation and learning throughout the lifespan (Inaugural Professorial Lecture)* London: IoE.

Harasam, L. (2012) *Learning Theories and Online Technologies*. London. Routledge.

Hattie, J. (2008) *Visible learning: A synthesis of over meta-analyses relating to achievement*. Abingdon: Routledge.

Hattie, J (2012). *Visible learning for teachers: maximising impact on learning*. Routledge, Abingdon.

Jarvis, P. (2010) *Adult Education and Lifelong Learning: Theory and Practice*. 4th edn. London: Routledge.

Illeris, K. (2009) Contemporary theories of learning: learning theorists – in their own words. London: Routledge.

Laurillard, D. (2012) Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. New York: Routledge.

Leibowitz, B., Bozalek, V., Carolissen, R., Nicholls, L., Rohleder, P. and Swartz, L. (2010) Bringing the Social into Pedagogy; unsafe learning in an uncertain world. *Teaching in Higher Education*, 15 (2), 123—133.

Martin, G. (2012) Motivation for lifelong learning: A biographical account of efficacy and control. *International Journal of Lifelong Education*, 31(6), 669-685.

Marzano, R. J. (2009) Setting the record straight on high yield strategies, *Phi Delta Kappan*, 91 (1), 30-37.

Marzano, R. J. (2017) *The New Art and Science of Teaching*. Bloomington: IN. Solution Tree Press.

Petty, G. (2009) *Evidence Based Teaching*. 2nd edn. Cheltenham: Nelson Thornes.

Petty, G. (2009) *Teaching Today: A practical guide*. 4th edn. Cheltenham: Nelson Thornes.

Reece, I. and Walker, S. (2007) *Teaching, Training and Learning: A practical guide*. 6th edn. Sunderland: Business Education Publishers

Schunk, D. H. (2012) *Learning Theories; an educational perspective*. 6th edn. London: Pearson.

Scott, D. (2013) *Theories of Learning*. London: Sage.

Wallace, S. (2009) *Managing Behaviour in the Lifelong Learning Sector*. Exeter: Learning Matters Ltd.

Willingham, D. T. (2009) *Why students don't like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco: Jossey- Bass.

Additional Reading

Barber, N. (2015) *What teachers can learn from sports coaches*. Abingdon: Routledge.

Bentham, S. (2002) *Psychology and Education*. London: Routledge.

Berne, E. (1992) *Games People Play*. London: Routledge.

Biehler, R. and Snowman, J. (2008) *Psychology Applied to Teaching*. 12th edn. New York: Houghton Mifflin.

Child, D. (2007) *Psychology and the Teacher*. 8th edn. London: Continuum.

Gravells, A. and Simpson, S. (2010) *Planning and enabling learning in the Lifelong Learning Sector*. 2nd edn. Exeter: Learning Matters.

Illeris, K. (2007) *How We Learn*. London: Routledge.

Jacques, D. (2000) *Learning in Groups*. London. Routledge.

Jarvis, P. and Holford, J. and Griffin, C. (2003) *The Theory and Practice of Learning*. London: Kogan Page.

Joyce, B., Calhoun, E., and Hopkins, D. (1997) *Models of Learning-Tools for Teaching*. Buckingham: Open University Press.

Knowles, M., Elwood, F., Holton, I. and Swanson, R.A. (2005) *The Adult Learner: The Definitive Classic in Adult Education and Human Resources Development*. 7th edn. Amsterdam: Boston: Elsevier.

O'Conner, J. and Seymour, J. (1990) *Introducing NLP*. London: Routledge.

Rogers, A. (2003) *What's the Difference?* Leicester: NIACE.

Module Three: The Learner and Learner Progress

20 credits (10 ECTS credits) Level 4

May - July 2019 METLL1LLP

Module Aims

The aims of this module are to develop an awareness of some of the main theoretical principles and purposes of assessment, including the examination of a range of assessment methods and strategies that can be employed flexibly to support individual students in an inclusive way. It provides an opportunity to identify individual difficulties students may have and the teacher's role in addressing these, with particular focus on the development of English and Maths.

Learning Outcomes

By the end of this module students should be able to:

1. Demonstrate knowledge and understanding of a range of assessment strategies to enhance learners' progress, and apply these to their own practice.
2. Communicate knowledge and understanding of a range of possible barriers to learning, and how they might be addressed in their subject specialist teaching and in their institution.
3. Identify strategies for supporting the development of their learners' English and Maths skills in their subject specialist context.

Indicative Content

The module will consider some of the key concepts and theories around why and how we assess, building on personal experiences of study and teaching. This will include the contrast between assessment of and assessment for learning practices, which will be explored along with the need to develop effective questioning and appropriate communication and feedback skills.

There will be a focus on ensuring that assessment strategies are equitable and inclusive, including a discussion of principles of assessment such as validity, reliability, sufficiency and authenticity. A variety of forms of assessment will be examined, reflecting on how effectively they are used in the trainees' own practice.

A range of social, cultural, practical, personal, psychological and physical barriers to learning will be considered, exploring the impact they may have, and measures that could be taken to mitigate their effects on learner progress. Practical ways of supporting and developing learners' English and Maths skills within the contexts of the students' subject specialisms will be explored.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching related-tasks (50%): (2,000 words)

1. Progress Log (500 words)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A, B and C of your progress log:

- Section A: Personal and professional action plan. Identify areas for development - set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.
- Section C: Assessment of progress. Evaluate your progress using the Professional Standards to guide you. Your tutor will review your progress with you and award you an end of year grade.
- At the end of the module email your Progress Log to post.compulsory.education@canterbury.ac.uk

2. Peer Observation (500 words)

Conduct a one hour observation of another teacher within your subject specialism.

- Use the peer observation form for Module 3 (available on VLE) to help you reflect specifically on how the teacher helps to develop the students' English and mathematics skills within the context of their subject area.
- Include the lesson plan.

3. Teaching Observation (1000 words)

Arrange an observation of your teaching. Read the observation handbook for more detailed guidance and example of a completed form.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update sections A & C of the Progress Log to record your own progress and development.

Module Assignment (50%): (2,000 words)

An assignment on assessment practice and a chosen barrier to learning.

Write an essay focusing on your own assessment practices, and a specific barrier to learning using appropriate terminology throughout. (2000 words)

A suggested structure for your essay would be:

Part 1: Assessment practice and strategies (1000 words)

- What assessment practices do you use and why?
- How do you use assessment of and for learning to improve teaching and learning?
- How do you keep track of your students' progress

Part 2: A study of a barrier to learning (1000 words). Choose a barrier to learning to focus on: you can use one of your students for this if you wish (anonymised).

- Give a description of the main characteristics of the barrier you have chosen.
- Explain what effects this can have on their learning.
- Discuss how you adjust/would adjust your assessment practice to support this learner.

Minimum 6 references from different sources using appropriate referencing (see VLE and handbook).

NB References and quotes are not included in the word count.

Module Reading List

Core Reading

Boyle, B. and Charles, M. (2014) *Formative Assessment for Teaching & Learning*. London, Sage

Bates, B. (2017) *A Quick Guide to Special Needs and Disabilities*. London, Sage

Crawley, J. (2010) *In at the Deep End: A Survival Guide for Teachers in Post Compulsory Education*. London: Routledge.

Delaney, J. and Cope, A. (2016) *Supporting Maths and English in Post-14 Education and Training*. London: Open University Press

Gould, J. and Roffey-Barentsen, J. (2018) *Achieving Your Diploma in Education and Training London*. (Second edition): Sage (pp. 100 – 140)

Gravells, A. (2016) *Principles and Practices of Assessment (Third edition)*: London, Sage.

Gravells, A. (2017) *Principles and Practices of Teaching & Training: London*. London, Sage (pp. 381 – 418; 130 – 135)

Hodkinson, A. (2009) *Key Issues in Special Educational Needs & Inclusion*. London, Sage

Kelly, K. and Phillips, S. (2014) *Teaching Literacy to Learners with Dyslexia*. London, Sage

- Murchan, D. and Shiel, G. (2017) *Understanding and Applying Assessment in Education*. London: Sage
- Peart, S. and Atkins, A. (2011) *Teaching 14-19 Learners in the Lifelong Learning Sector*. Exeter, Learning Matters. (pp. 56-72)
- Scales, P. (2008) *Teaching in the Lifelong Learning Sector*. Maidenhead: Open University Press. (pp. 148-172)
- Tummons, J. (2007) *Assessing Learning in the Lifelong Learning Sector*. 2nd edn. Exeter: Learning Matters. (pp. 112-118)
- Wallace, S. (2007) *Tutoring and Training in the Lifelong Learning Sector*. 3rd edn. Exeter: Learning Matters Ltd. (pp. 167-175)
- Wiliam, D. and Black, P. (1998) *Inside the Black Box*. London: GL Assessment
- Bates, B. (2017). *A quick guide to special needs and disabilities*. London: Sage Publications Ltd.
- Hodkinson, A. (2016). *Key issues in special educational needs & inclusion*. Los Angeles: Sage Publications Ltd..
- MacBlain, S., Long, L. and Dunn, J. (2015). *Dyslexia, literacy and inclusion*. London: Sage Publishing Ltd

Additional Reading

Journals:

British Journal of Education Studies
 Journal of Further & Higher Education: Routledge
 Journal of Vocational Education and Training

Websites:

Excellence Gateway. <http://www.excellencegateway.org.uk/> (accessed: 9/10/17)
 Education and Training Foundation. <http://www.et-foundation.co.uk/supporting/support-practitioners/> (accessed: 9/10/17)

Module Four: Reflecting on Practice

20 Credits (10 ECTS credits) Levels 5/6

September – December 2019 METLL2REP / METLL3REP

Module Aims

The aim of this module is for students to understand how reflective practice works in action. Students will reflect collaboratively on the nature of their own subject specialist pedagogy and how they can develop their practice to ensure inclusion of all learners. Students will design and undertake a small scale action research project, evaluating its effectiveness and presenting their findings to their peers. Students will be encouraged to trial resources to develop innovative and creative approaches in their own practice and to establish and maintain an inclusive environment for teaching learning and assessment.

Learning Outcomes

Level 5

1. Demonstrate an understanding of their subject specialist pedagogy and practice with a focus on inclusion.
2. Apply an understanding of reflective practice tools to an action research project.
3. Demonstrate an ability to investigate and critically evaluate your practice.

Level 6

1. Demonstrate a conceptual understanding of their subject specialist pedagogy and practice with a focus on inclusion.
2. Apply a critical understanding of reflective practice tools to an action research project identifying how it contributes to the creation of knowledge in the sector.
3. Demonstrate an ability to investigate and critically evaluate their practice taking into account current research and advanced scholarship.

Indicative Content

There will be a focus on the nature of subject specialist pedagogy and how an analysis of key subject ideas can lead to enhanced practice. Inclusion and its importance to practice will be explored. In order to extend students' skills practical examples of inclusive learning practices will be shared and evaluated. Students will review some key theories of reflective practice with a focus on action research and formulate and undertake a small scale project in their subject specialist area with a focus on the inclusion of all learners.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

1. Progress Log (500 words)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A and B of your progress log:

- Section A: Personal and professional action plan. Identify areas for development - set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.

2. Peer Observation (500 words)

Conduct a one hour observation of another teacher with a focus on inclusion.

- Use the peer observation form for Module 4 (available on VLE) to help you reflect specifically on inclusion.
- Include the lesson plan.

3. Teaching Observation (1000 words)

Arrange an observation of your teaching. Read the observation handbook for more detailed guidance and example of a completed form.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update sections A & C of the Progress Log to record your own progress and development.

Module Assignment (50%): (2,000 words)

An individual oral presentation reporting on an individual action research project into subject specialist teaching.

See Blackboard for full details and guidance about how to research and produce the assignment.

Minimum of 6 references from different sources using appropriate referencing (see VLE and handbook).

NB references and quotes are not included in the word count.

Module Reading List

Core Reading

Bell, J. with Waters, S. (2014) *Doing Your Research Project: A Guide For First-Time Researchers*. Maidenhead: OUP

Brookfield, S. (1995) *Becoming A Critically Reflective Practitioner*. San Francisco: Jossey-Bass.

Roffey-Barentsen, J and Malthouse, R. (2009) *Reflective Practice in the LLS*. Exeter: Learning Matters.

Scales, P., Pickering, J., Senior, L., Headley, K., Garner, P. and Boulton, H. (2011) *Continuing Professional Development in the Lifelong Learning Sector*. Maidenhead: Open University Press

Wallace, S. (2011) *Tutoring and Training in the Lifelong Learning Sector*. 3rd edn Exeter: Learning Matters.

Additionally for PGCE Students

Bolton, G. (2014) *Reflective Practice, Writing and Professional Development*. London: Sage.

Daley, M., Orr, K. and Petrie, J (2015). *Further Education and the Twelve Dancing Princesses* London: IoE Press

Guile, D., Kersh, N. and Tiris, M. (2016) *Enhancing SET Teaching at Level 3*. London: UCL Institute of Education. <http://www.gatsby.org.uk/uploads/education/reports/pdf/enhancing-set-learning-at-level-3-final-report.pdf> accessed 27.9.17

McAteer, M (2013) *Action Research in Education*. London: Sage.

Williams, J., Eames, C., Hume, A. and Lockley, J. "Promoting pedagogical content knowledge development for early career secondary teachers in science and technology using content representations" *Research in Science and Technological Education* Vol 30, Issue 3, 2012

<http://www.tandfonline.com/doi/full/10.1080/02635143.2012.740005?scroll=top&needAccess=true> accessed 27.9.17.

Additional Reading

Armitage, A., Bryant, R., Dunnill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M. (2012) *Teaching and Training in Lifelong Learning*. Maidenhead: Open University Press.

Commission on Adult Vocational Training and Learning (2013) *It's about work : Excellent Adult Vocational Learning and Teaching*. London: LSIS
<http://learning.gov.wales/docs/learningwales/publications/140801-its-about-work-report-en.pdf> accessed 27.9.17

Hillier, Y. (2005) *Reflective Teaching in Further and Adult Education*. London: Continuum.

Pollard, A. (2002) *Readings for Reflective Teaching*. London: Continuum.

Robson, J. (2005) *Teacher Professionalism in Post Compulsory Education*. London: Routledge.

Rushton, I and Suter, M. (2012) *Reflective Practice for Teaching in Lifelong Learning*. Maidenhead: McGraw-Hill

Reflective Practice

<http://www.stephenbrookfield.com/> accessed 27.9.17

<http://infed.org/mobi/reflection-learning-and-education/> accessed 27.9.17

<https://my.cumbria.ac.uk/media/MyCumbria/Documents/ReflectiveModelRolfe.pdf> accessed 27.9.17

<https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writing/> accessed 27.9.17

Action Research

<http://www.jeanmcniff.com> accessed 27.9.17

<http://www.tandf.co.uk/journals/titles/09650792.asp> accessed 27.9.17

Subject Specialist Teaching

https://learn.canterbury.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_1139_1%26url%3D accessed 27.9.17

<http://www.nln.ac.uk/> accessed 27.9.17.

<https://www.xtlearn.net/P/otol> accessed 27.9.17

Module Five: Innovating the Curriculum

20 credits (10 ECTS credits) Level 5/6

January – April 2020 METLL2NTC / METLL3NTC

Module Aims

This module aims to develop awareness of the links between theory and practice in the area of curriculum design. It provides students with an opportunity to reflect on their subject specialism and the trends which influence its delivery. You will have the opportunity to evaluate and adapt a curriculum document from your subject specialism area.

Learning Outcomes

Level 5

1. Demonstrate knowledge and understanding of a range of features of the theory and practice of curriculum in the post 14 education and training sector.
2. Analyse the impact of the social/political/economic context on curriculum development.
3. Evaluate and suggest improvements to a curriculum document within your subject specialist area.

Level 6

1. Demonstrate in-depth knowledge and informed understanding of a range of features of the theory and practice of curriculum in the post 14 education and training sector.
2. Critically analyse the impact of the social/political/economic context on curriculum development making links to curriculum theory.
3. Critically evaluate and develop or improve a curriculum document for use within your subject specialist area.

Indicative Content

The main focus for the module will be to encourage students to explore how ideologies impact on curriculum models and delivery. This will be related to the issue of quality delivery within the subject specific pedagogies appropriate to their curriculum area. Participants will be encouraged to examine the wider contexts and the local, national and international factors that shape a curriculum. A consideration of curriculum content will highlight the importance of creating a learning experience that is inclusive and facilitates widening participation. There will also be an opportunity to reflect on how issues such as employability and global issues can be included in a curriculum.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

1. Progress Log (500 words)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A & B of your progress log:

- Section A: Personal and professional action plan. Identify areas for development - set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.

2. Module reflection (500 words)

Conduct a one hour observation of another teacher within your subject specialism.

- Use the peer observation form for Module 3 (available on VLE) to help you reflect specifically on how the teacher helps to develop the students' English and mathematics skills within the context of their subject area.
- Include the lesson plan.

3. Teaching Observation (1,000 words)

Arrange an observation of your teaching. Read the observation handbook for more detailed guidance and example of a completed form.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation (make sure that you have included a list of personal targets for this lesson so your observer can comment on these)
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update sections A & C of the Progress Log to record your own progress and development.

Module Assignment (50%): (2,000 words)

Select a curriculum document from your subject specialist area, and write a report considering the underlying ideology and curriculum models reflected in the document. There should also be an evaluation of the extent to which the course addresses local, national and socio-economic needs. You should suggest ways in which quality and inclusion could be ensured, and employability and global issues could be addressed.

Describe how you would adapt and develop your curriculum document in order for it to be of most benefit to your group of learners. You should include an annotated copy of your curriculum document.

Minimum of 6 references from different sources using appropriate referencing (see VLE and handbook).

NB references and quotes are not included in the word count.

Module Reading List

Core Reading

Armitage, A. Cogger, A. Evershed, J. Hayes, D. Lawes, S. and Renwick, M. (2016) *Teaching in Post-14 Education and Training*. 5th edn. Maidenhead: OU Press

Kelly, A. V. (2009) *The Curriculum Theory and Practice* 6th edn Thomas Oaks CA: Sage Publications

Neary, M. (2002) *Curriculum Studies in Post Compulsory and Adult Education*. London: Nelson Thornes.

Tummons, J. (2012) *Curriculum Studies in the Lifelong Learning Sector*. Exeter: Learning Matters

Walker, D. and Soltis, J. (2009) *Curriculum Aims* Teachers College Press

Wallace, S. (2011) *Teaching, Tutoring and Training in the Lifelong Learning Sector* 4th edn. Exeter: Learning Matters

Additional Reading

Avis, J. (2012) *Education Policy and Social Justice* London: Continuum

Bathmaker, A. (2013) *Defining Knowledge in Vocational Education Qualifications in England: An analysis of key stakeholders and their constructions of knowledge, purposes and content* Journal of Vocational Education and Training Vol 05 (1), 2013

Boyd, P. Hymer, B. Lockley, K. (2015) *Learning Teaching: Becoming an Inspirational Teacher* Northwich: Critical Publishing

Boyle, B. and Charles, M. (2016). *Curriculum development*. London: Sage Publishing Ltd.

Coffield, F. Edwards, S. Finlay, I. Hodgson, A. Spours, K. and Steer, R. (2008) *Improving Learning and Inclusion: the impact of policy and policy making on post compulsory education* Abingdon: Routledge

Delaney, J. and Cope, A. (2016) *Supporting Maths and English in Post-14 Education and Training*. London: Open University Press.

Peart, S. (2104) *Equality & Diversity in Further Education* Northwich: Critical Publishing

Race, P. (2014). *Making learning happen*. (3rd Ed.) London: Sage Publications (Chapter 3)

Tummons, J. and Orr, K. (2013) *Teaching HE courses in FE colleges*, London: Sage

Journals

British Journal of Education Studies

Journal of Further & Higher Education: Routledge

Journal of Vocational Education and Training

Websites

<http://infed.org/mobi/curriculum-theory-and-practice/> [accessed 16 April 2018]

<https://www.excellencegateway.org.uk/content/etf2356> [accessed 16 April 2018]

<http://www.equalityanddiversity.net/docs/e-d-audit-checklist.pdf> [accessed 16 April 2018]

<http://www.et-foundation.co.uk/> [accessed 16 April 2018]

<https://www.gov.uk/guidance/16-to-19-education-funding-guidance> [accessed 16 April 2016]

<http://www.learningandwork.org.uk/> [accessed 16 April 2018]

www.tandfonline.com/toc/tcus20/current [accessed 16 April]

www.tandfonline.com/toc/rcui20/current [accessed 16 April 2018]

<https://www.seda.ac.uk/> [accessed 16 April 2018]

Module Six: Developing Professional Practice

20 credits (10 ECTS credits) Level 5/6

May – July 2020 METLL2DEV / METLL3DEV

Module Aims

Relevant recent developments in this context will be explored through an individual research project which involves undertaking a critical evaluation of current policies and their impact on professional development beyond the programme. The main focus is on analysing how these issues and their context are likely to shape your professional practice in the medium to longer term in the light of research findings.

Learning Outcomes

Level 5

1. Evaluate significant themes and drivers for practice in your subject area.
2. Analyse the limitations and possibilities in your teaching context.
3. Make proposals for future professional development in your context and communicate them to appropriate stakeholders.

Level 6

1. Critically evaluate significant themes and drivers for practice in your subject area.
2. Systematically analyse the limitations and possibilities in your teaching context.
3. Make in-depth, informed proposals for future professional development in your context and communicate them to appropriate stakeholders.

Indicative Content

In this module, students will be supported in developing and presenting a briefing project. Students will enquire into the impact of contemporary issues in the FE and skills sector on professional development with a specific focus on their professional role. The module thus provides an opportunity to examine in some depth the development of practice and an awareness of the sector and its impact on professional practice.

To support students, recent developments in the sector's aims and preoccupations will be discussed. A range of initiatives and agendas will be analysed with a view to identifying their implications for individual development in subject specialist practice and the sector as a whole.

Examples of the trends discussed could include:

- the concept of student voice and its implications.
- the long-term effects of marketisation and managerialism across the sector.
- the role of quality as a driver of professional development practices.

- the role of personal and professional values in individual development and wider social justice.
- the concept of sustainability and its impact across the sector.

Different approaches to researching these themes and to undertaking the research project successfully will also be presented and discussed.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

1. Progress Log (1,000 words)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A, B and C of your progress log:

- Section A: Personal and professional action plan. Review all previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.
- Section C: Assessment of progress. Evaluate your progress using the Professional Standards to guide you. Discuss your progress with your tutor and your tutor will award you a final grade.
- At the end of the module email your Progress Log to post.compulsory.education@canterbury.ac.uk

2. Teaching Observation (1,000 words)

Arrange an observation of your teaching. Read the observation handbook for more detailed guidance and example of a completed form.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update sections A & C of the Progress Log to record your own progress.

Module Assignment (50%): (2,000 words)

Submit a written briefing paper equivalent to 50% of the assessment value. Your chosen topic should be an issue of current relevance to your professional area. The paper should inform colleagues of this issue in an informed and convincing way.

Minimum 6 references taken from different sources using appropriate referencing.

NB references and quotes are not included in the overall word count.

Module Reading List

Core Reading

Appleyard, K. and Appleyard, N. (2014) *The Professional Teacher in Further Education*. Northwich: Critical Publishing.

Beighton, C. (2016) *Expansive learning in professional contexts: A materialist perspective*, London: Palgrave Macmillan.

Boyd, P.; Hymer, B. and Lockney, K. (2015) *Learning Teaching: Becoming an Inspirational teacher*, Northwich: Critical Publishing Ltd.

Coffield, F & Edward S (2008) *Improving Learning, Skills and Inclusion: The Impact of Policy on Post-Compulsory Education*, London: Routledge.

Daley M.; Orr, K. and Petrie, J. (2015) *Further Education and the Twelve Dancing Princesses*, London:loE Press.

Gravells, A. (2012) *What is Teaching in the Lifelong Learning Sector?* London: Learning Matters.

Hayes, D.; Marshall, T. and Turner, A. (2007) *A Lecturer's Guide to Further Education*, New York:OUP.

Huddleston, P. & Unwin, L. (2012) *Teaching and Learning in Further Education: Diversity and Change*, Routledge. London.

Kraft, M.A. and PAPAY, J.P. (2014) *Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience*, Educational Evaluation and Policy Analysis, 36(4) 476-500, DOI: 10.3102/0162373713519496

Mulcahy, D.; Cleveland, B. and Aberton, H. (2015) *Learning spaces and pedagogic change: envisioned, enacted and experienced*, *Pedagogy, Culture & Society*, 23(4) 575-595, DOI: 10.1080/14681366.2015.1055128

Please see VLE for links to relevant websites

Module Three: ESOL, Literacy and the Learners

20 credits (10 ECTS credits) Level 5

May – July 2019 METLL2LAL

Module Introduction

This is the first of the specialist modules focussing on English subject knowledge and pedagogy. It will equip you with the knowledge and skills to analyse English language effectively, diagnose issues learners have with language skills and prepare lessons to develop learners' language.

Module Aims

The aims of the module are to provide students with the key analytical tools to analyse and describe language as a background to the development of effective and informed subject pedagogy in ESOL and Literacy teaching. The module will explore both linguistic and social factors, which contribute to the development of literacy and language skills, including the place of English as an international and global language.

Learning Outcomes

By the end of this module students should be able to:

1. Demonstrate an understanding of factors that influence literacy and language development, learning and use.
2. Demonstrate a knowledge of linguistic features of English relevant for effective pedagogy in ESOL or literacy.
3. Critically evaluate the relationship between language and social processes.
4. Apply linguistic knowledge to planning and teaching effective and inclusive ESOL or literacy lessons.

Indicative Content

The module will consider linguistic concepts relevant to ESOL and literacy teaching. These will include an understanding of the characteristics of meaning, form and phonology and the development of skills: reading, writing, speaking and listening. Strategies for identifying and responding to learners' linguistic needs will be explored in the context of the globalisation of English. Students' classroom practice will be engaged to evaluate effective ESOL and literacy pedagogy.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching related-tasks (50%): (2,000 words)

A teaching portfolio in an ESOL or literacy context, to include:

1. Progress Log (800 words equivalent)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A, B and C of your progress log.

- Section A: Personal and professional action plan. Identify areas for development - set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.
- Section C: Assessment of progress. Evaluate your progress using the Professional Standards to guide you. Your tutor will review your progress with you and award you an end of year grade.
- At the end of the module email your Progress Log to post.compulsory.education@canterbury.ac.uk

2. Peer observation (400 words equivalent)

Undertake a peer observation of a teacher of ESOL or Literacy, ideally in another setting to your own. The form for the peer observation is available on the VLE.

3. Observation (800 words equivalent)

Arrange an observation of your teaching by your tutor or mentor of an ESOL or Literacy lesson.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Make sure you have included a list of your personal targets for this lesson, so that your observer can comment on these.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update Sections A and C of the Progress Log to record your own progress and development.

Module Assignment (50%): (2,000 words)

A critical review of a learner's linguistic needs and development.

Undertake a needs analysis of an ESOL or Literacy learner with appropriate reference to linguistic features at word, sentence and text level and social factors impacting on acquisition.

Carry out an assessment of a learner's writing and speaking skills. You could ask them to complete a written task and interview them. You could also use an assessment they have already completed.

A *suggested* structure for your assignment would be:

- A brief (200 words approx) description of the learner (without name) to include general information about their background (reasons for study, previous study / qualifications, social issues impacting on learning).
- A summary of the learner's **key strengths** with examples taken from their assessment. Include reference *as appropriate* to:
Grammar – accuracy and complexity (writing and speaking).
Lexical choice and accuracy (writing and speaking).
Sentence and paragraph use in writing.
Pronunciation (sound, stress and intonation) in speaking.
- A summary of your learner's key areas for development with examples taken from their assessment. Include reference *as appropriate* to:
Grammar – accuracy and complexity (writing and speaking).
Lexical choice and accuracy (writing and speaking).
Sentence and paragraph use in writing.
Pronunciation (sound, stress and intonation) in speaking.

Please ensure you use appropriate terminology to describe the areas of strength and development and name language areas accurately.

Module Reading List

Core Reading

- Ballard, K. (2013) *The Frameworks of English*. Basingstoke: Palgrave Macmillan
- Brown, H. D. (2000) *Principles of Language Learning and Teaching*, New York: Longman
- Brown, H. D. (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Longman
- Burton, M. (2011) *Phonetics for Phonics* Leicester: NIACE
- Crystal, D. (2006) *Making sense of grammar* London: Pearson Longman
- Crystal, D. (2003) *The Cambridge Encyclopaedia of Language* Cambridge: CUP,
- Hancock, M. (2003) *English Pronunciation in Use*, Cambridge: CUP
- Harmer, J. (2015) *The Practice of English Language Teaching* 5th Ed, Harlow: Longman
- Hughes, N. & Schwab, I. Eds (2009) *Teaching Adult Literacy: Principles and Practice*, Maidenhead: Open University Press
- Paton, A. & Wilkins, M. Eds (2009) *Teaching Adult ESOL: Principles and Practice*, Maidenhead: Open University Press

Richards, J. & Rodgers, T. (2014) *Approaches and Methods in Language Teaching*. Cambridge: CUP

Scrivener, J. *Learning Teaching*. 3rd Ed (2011) Oxford: Macmillan

Schwab, I. (2015) *Training to Teach Adults English*, Leicester: NIACE

Swan, M.(2005) *Practical English Usage*, 3rd Ed, Oxford :OUP

Thornbury, S. (1997) *About Language*, Cambridge :CUP

Journals

English Language Teaching Journal

Language Issues

RaPal Journal

TESOL Quarterly

Websites

NATECLA (National Association for Teaching English and other Community Languages to Adults)

www.natecla.org.uk (accessed 25/12/17)

NRDC (National Research and Development Centre for Adult Literacy, Numeracy and ESOL)

www.nrdc.org.uk (accessed 25/12/17)

RaPal (Research and Practice in Adult Literacy <http://www.literacy.lancs.ac.uk/rapal/> (accessed 25/12/17)

Module Four: ESOL: Theories and Frameworks

20 credits (10 ETCS credits) Levels 5/6

September – December 2019 METLL2LIT / METLL3LIT

Module Introduction

This module will build on your learning in your first specialist module and you will work on texts for use in classroom practice to develop learners' skills.

Module Aims

The aims of the module are to explore first and second language learning theories to support pedagogic choices in relation to teaching language and skills. An understanding of linguistic features of texts (written and spoken) will be developed and through this understanding, students will be able to plan and teach lessons which focus on reading, speaking, writing and listening more effectively.

Learning Outcomes

Level 5

1. Demonstrate a knowledge and understanding of key theories of language and skills development in second language contexts.
2. Analyse written and spoken texts and identify key linguistic features pertinent to skills development.
3. Demonstrate a knowledge and understanding of the processes involved in listening, reading, speaking and writing.
4. Apply knowledge to language and skills lessons in ESOL.

Level 6

1. Demonstrate a critical understanding of a range of theories of language and skills development in second language contexts.
2. Analyse written and spoken texts and identify a range of key linguistic features pertinent to understanding text cohesion and skills development.
3. Critically evaluate theoretical perspectives on the processes involved in listening, reading, speaking and writing.
4. Apply knowledge to language and skills lessons in ESOL.

Indicative Content

In this module students will investigate features of texts which will support them in the planning and delivery of text focused lessons. They will consider key theoretical perspectives on the development of reading, writing, speaking and listening skills and will apply this to their practice. Their subject knowledge will be enhanced through the linguistic analysis of different genres of

written and spoken texts. This will also enhance their ability to design resources to support their learners' skills development.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

A teaching portfolio in an ESOL context, to include:

1. Progress Log (600 words equivalent)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A and B of your progress log:

- Section A: Personal and professional action plan. Identify areas for development -set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.

2. Showcase a lesson (600 words equivalent)

Showcase a lesson in skills development by sharing your lesson, and its rationale, with your peers in a group seminar.

3. Observation (800 words equivalent)

Arrange an observation of your teaching by your tutor or mentor of an ESOL lesson.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Make sure you have included a list of your personal targets for this lesson, so that your observer can comment on these.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update Sections A and C of the Progress Log to record your own progress and development.

Module Assignment (50%): (2,000 words)

An essay providing a linguistic analysis of an authentic text highlighting features relevant to skills development.

Demonstrate your understanding of language systems by analysing an authentic text (written or spoken) identifying features of genre and highlighting features of discourse, grammar, lexis (and phonology in a spoken text) that provide cohesion.

- You may choose a spoken **or** a written text, but it must be authentic – i.e. not a simplified text produced for teaching purposes.
- When submitting the text, number the lines and use these numbers to refer to the examples in the text of your assignment.
- The transcript for a spoken text should also have lines numbered.
- For each point you are making, you should refer to an example(s) in the text (with line number)

In analysing a text, you would be expected to make reference to most of the following:

- Referencing (cataphoric, anaphoric and perhaps exophoric).
- Lexical relationships (synonyms, antonyms, lexical sets/word families / hyponyms).
- Name of the grammatical structures that provide cohesion - usually by repetition.
- Discourse markers or linking words.
- For written texts; topic sentences.
- For spoken texts; topic shift, turn taking.

Module Reading List

Core Reading

Brown, H. D. (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Longman

Crystal D. (2003) *The Cambridge Encyclopaedia of Language* Cambridge: CUP,

Harmer, J. (2007) *The Practice of English Language Teaching* 4th Ed, Harlow: Longman

Lightbown, P. & Spada, N. (2006) *How Languages are Learned* Oxford: OUP

Paton, A. & Wilkins, M. Eds (2009) *Teaching Adult ESOL: Principles and Practice*, Maidenhead: Open University Press

Swan, M. (2005) *Practical English Usage*, 3rd Ed, Oxford: OUP

Thornbury, S. (2005) *Beyond the Sentence*, Oxford: Macmillan

Thornbury, S. (1997) *About Language*, Cambridge: CUP

Journals

English Language Teaching Journal

Language Issues

RaPal Journal

TESOL Quarterly

Websites

ESOL Learner Materials <https://esol.excellencegateway.org.uk/vocabulary/EGaudiencel/learning-materials> (accessed 19/6/18)

ESOL Nexus <https://esol.britishcouncil.org/> (accessed 19/6/18)

NATECLA (National Association for Teaching English and other Community Languages to Adults)
www.natecla.org.uk (accessed 19/6/18)

NRDC (National Research and Development Centre for Adult Literacy, Numeracy and ESOL)
www.nrdc.org.uk accessed (19/6/18)

RaPal (Research and Practice in Adult Literacy <http://www.literacy.lancs.ac.uk/rapal/> (accessed 19/6/18)

Skills Workshop <https://www.skillsworkshop.org/> (accessed 19/6/18)

Module Four: Literacy: Theories and Frameworks

20 credits (10 ECTS credits) Levels 5/6

September – December 2019 METLL2LIT / METLL3LIT

Module Aims

The aims of the module are to explore first and second language learning theories to support pedagogic choices in relation to teaching language and skills. An understanding of linguistic features of texts (written and spoken) will be developed and through this understanding students will be able to plan and teach lessons which focus on reading, speaking, writing and listening more effectively.

Learning Outcomes

Level 5

1. Demonstrate a knowledge and understanding of key theories of language and skills development in first language contexts.
2. Analyse written and spoken texts and identify key linguistic features pertinent to skills development.
3. Demonstrate a knowledge and understanding of the processes involved in listening, reading, speaking and writing.
4. Apply knowledge to language and skills lessons in Literacy.

Level 6

1. Demonstrate a critical understanding of a range of theories of language and skills development in first language contexts.
2. Analyse written and spoken texts and identify a range of key linguistic features pertinent to understanding text cohesion and skills development.
3. Critically evaluate theoretical perspectives on the processes involved in listening, reading, speaking and writing.
4. Apply knowledge to language and skills lessons in Literacy.

Indicative Content

In this module students will investigate features of texts which will support them in the planning and delivery of text focused lessons. They will consider key theoretical perspectives on the development of reading, writing, speaking and listening skills and will apply this to their practice. Their subject knowledge will be enhanced through the linguistic analysis of different genres of written and spoken texts. This will also enhance their ability to design resources to support their learners' skills development.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

A teaching portfolio in a literacy context to include:

1. Progress Log (600 words equivalent)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A and B of your progress log:

- Section A: Personal and professional action plan. Identify areas for development -set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.

2. Showcase a lesson (600 words equivalent)

Showcase a lesson in skills development by sharing your lesson and its rationale with your peers in a group seminar.

3. Observation (800 words equivalent)

Arrange an observation of your teaching by your tutor or mentor of a Literacy lesson.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Make sure you have included a list of your personal targets for this lesson, so that your observer can comment on these.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update Sections A and C of the Progress Log to record your own progress and development.

Module Assignment (50%): (2,000 words)

An essay providing a linguistic analysis of an authentic text highlighting features relevant to skills development.

Demonstrate your understanding of language systems by analysing an authentic text (written or spoken) identifying features of genre and highlighting features of discourse, grammar, lexis (and phonology in a spoken text) that provide cohesion.

- You may choose a spoken **or** a written text, but it must be authentic – i.e. not a simplified text produced for teaching purposes.
- When submitting the text, number the lines and use these numbers to refer to the examples in the text of your assignment.
- The transcript for a spoken text should also have lines numbered.
- For each point you are making, you should refer to an example(s) in the text (with line number)

In analysing a text, you would be expected to make reference to most of the following:

- Referencing (cataphoric, anaphoric and perhaps exophoric).
- Lexical relationships (synonyms, antonyms, lexical sets/word families / hyponyms).
- Name of the grammatical structures that provide cohesion - usually by repetition.
- Discourse markers or linking words.
- For written texts; topic sentences.
- For spoken texts; topic shift, turn taking.

Module Reading List

Core Reading

Brown, H. D. (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Longman

Crystal D. (2003) *The Cambridge Encyclopaedia of Language* Cambridge: CUP,

Hughes, N. & Schwab, I. Eds (2009) *Teaching Adult Literacy: Principles and Practice*, Maidenhead: Open University Press

Lightbown, P. & Spada, N. (2006) *How Languages are Learned* Oxford: OUP

Papen, U. (2005) *Adult Literacy as Social Practice: More than Skills*. Abingdon: Routledge

Schwab, I. et al (2015) *Training to Teach Adults English*, Leicester: NIACE

Thornbury, S. (2005) *Beyond the Sentence*, Oxford :Macmillan

Thornbury, S (1997) *About Language*, Cambridge :CUP

Journals

English Language Teaching Journal

Language Issues

RaPal Journal

TESOL Quarterly

Websites

BBC Skillswise English <http://www.bbc.co.uk/skillswise/english> (accessed 19/6/18)

Excellence Gateway English Resources <https://english.excellencegateway.org.uk/> (accessed 19/6/18)

NATECLA (National Association for Teaching English and other Community Languages to Adults)
www.natecla.org.uk (accessed 19/6/18)

NRDC (National Research and Development Centre for Adult Literacy, Numeracy and ESOL)
www.nrdc.org.uk (accessed 19/6/18)

RaPal (Research and Practice in Adult Literacy <http://www.literacy.lancs.ac.uk/rapal/> (accessed 19/6/18)

Skills Workshop <https://www.skillsworkshop.org/> (accessed 19/6/18)

Module 3: Mathematics and the Learners

20 credits (10 ECTS credits) Level 5

May – July 2019 METLL2MTL

Module Aims

This module aims to develop awareness of some of the principles of effective Maths teaching. It will focus on strategies for identifying and managing learner errors and misconceptions, and students will create resources to support and develop learners' understanding of mathematical concepts. Factors influencing the development and progression of Maths skills will be explored, alongside strategies for developing inclusive and collaborative approaches to the teaching and learning of Mathematics.

Learning Outcomes

1. Analyse mathematical errors and misconceptions and know how to address learner misconceptions
2. Demonstrate knowledge and understanding of the factors that influence the development and progression of Maths learners
3. Apply specialist knowledge to planning and teaching effective and inclusive Maths lessons

Indicative Content

The module will explore some of the concepts associated with the effective teaching of Mathematics and their practical application in a Maths or numeracy environment. Students will develop and evaluate Maths activities and resources designed to encourage collaborative learning and aid assessment of learning. They will also consider the personal, cultural and societal factors that influence the development of Maths skills and the progression of Maths learners. Students are required to observe other experienced Maths teachers and to reflect critically on their own practice.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

A teaching portfolio relating to the teaching of mathematics, to include:

1. Observation of an experienced maths teacher (500 words equivalent)

Undertake an observation of an experienced maths teacher. The form for the observation is available on the VLE.

2. Observation (500 words equivalent)

Arrange an observation of your teaching with a maths specialist tutor. Use the maths subject specialist form available on the VLE.

The observation must be in a maths or numeracy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level, Level 2

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update Sections A and C of the Progress Log to record your own progress and development.

3. Mathematical Errors and Misconceptions (1,000 words equivalent)

Create a resource to identify and address learner errors and misconceptions. Use your resource with learners. Discuss with peers and include an evaluation of its effectiveness in your progress log.

Not submitted to Turnitin

Module Assignment (50%): (2,000 words)

A critical review of the progress and development of maths learners.

You will need to review the progress and development of a small group of learners and discuss the impact of their various backgrounds and maths histories.

- Explain how assessment has been used to identify and address learner needs and to plan for differentiation.
- Discuss the issues that affect the learning of individuals within the group.
- Identify, justify and evaluate the teaching and learning approaches you have used.

Submitted to Turnitin

Module Reading List

Core Reading

Coben, D. (2003) *Review of Research in Adult Numeracy*. London: NRDC

Drury, H. (2018) *How to Teach Mathematics for Mastery*. Oxford: OUP

Griffiths, G. Ashton, J. and Creese, B. (2015) *Training to Teach Adults Mathematics*. Leicester: NIACE

Griffiths, G. and Stone, R. Eds (2013) *Teaching Adult Numeracy: Principles and Practice*. Maidenhead: Open University Press

Henderson, A. (2013) *Dyslexia, Dyscalculia and Mathematics*, 2nd Edition. Abingdon: Routledge

Hogden, J. and Wiliam, D. (2006) *Mathematics Inside the Black Box*. London: GL Assessment

Johnstone-Wilder, S. Lee, C. Pimm, D. Eds (2017) *Learning to Teach Mathematics in the Secondary School*. 4th Edition. Abingdon: Routledge

Lee, Clare S. (2006) *Language for Learning Mathematics: Assessment for Learning in Practice*. Maidenhead: Open University Press

Swan, M. (2005) *Improving Learning in Mathematics: Challenges and Strategies*. Sheffield: DfES Standards Unit

Swan, M. (2006) *Collaborative Learning in Mathematics*. Essex: NRDC and NIACE

Additional Reading

Basic Skills Agency (2001) *Adult Numeracy Core Curriculum* London: DfES

Basic Skills Agency (2002) *Access for All*. London: DfES

Boaler, J. (2009) *The Elephant in the Classroom*. London: Souvenir Press

Bynner, J. and Parsons, S. (2008) *Illuminating Disadvantage*. London: NRDC

Chinn, S Ed (2015) *The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties*. London: Routledge

Module Four: Developing Mathematical Understanding

20 credits (10 ECTS credits) Levels 5/6

September – December 2019 METLL2DMT / METLL3DMT

Module Aims

This module aims to develop mathematical knowledge, understanding and practice. Students will consider national and international initiatives and research into the effective teaching and learning of Mathematics. They will also design, implement and evaluate practical Maths tasks that develop learners' problem solving skills and encourage collaborative working.

Learning Outcomes

Level 5

By the end of this module students should be able to:

1. Demonstrate a knowledge and understanding of current issues in the teaching and learning of Mathematics
2. Create or adapt specialist activities and resources that meet the needs of individual learners and groups and evaluate their effectiveness
3. Demonstrate a practical understanding of the effective teaching and learning of Mathematics

Level 6

By the end of this module students should be able to:

1. Critically analyse current issues and research relating to the teaching and learning of Mathematics
2. Create or adapt specialist activities and resources that meet the needs of individual learners and groups and critically evaluate their effectiveness
3. Demonstrate an in-depth knowledge and understanding of the effective teaching and learning of Mathematics

Indicative Content

In this module students will evaluate national and international research and practice relating to Maths education and analyse links between theory and practice. They will explore the language and concepts associated with number systems and review the historic and cultural developments of Mathematics. Students will design and evaluate mathematical tasks for use with learners and are expected to develop their personal Maths skills, knowledge and understanding to an appropriate depth.

Module Assessment

Each module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Portfolio of teaching-related tasks (50%): (2,000 words)

A teaching portfolio relating to the teaching of mathematics, to include:

1. Observation of an experienced maths teacher (500 words equivalent)

Undertake an observation of an experienced maths teacher. The form for the observation is available on the VLE.

2. Observation (500 words equivalent)

Arrange an observation of your teaching with a maths specialist tutor. Use the maths subject specialist form available in the VLE.

The observation must be in a maths or numeracy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level 1, Level 2.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update Sections A and C of the Progress Log to record your own progress and development.

3. Mathematical activity (1,000 words equivalent)

Create and evaluate tasks that develop collaborative activity in mathematics. Update your progress log with an evaluation of your own and peer tasks.

Not submitted to Turnitin

Module Assignment (50%): (2,000 words)

A case study reporting an area of interest related to maths teaching and learning.

Level 5

Undertake an investigation into an area of interest related to maths teaching and learning.

- Use current reading and research to develop one of the themes introduced in the module
- Explore key ideas, present critical arguments and contrasting opinions
- Explain why your selected topic is important to you
- Assess the impact of your findings on your development as a maths teacher

Present your work in a seminar group and submit your notes and reference list to Turnitin

2000 words equivalent

Level 6

Undertake an investigation into an area of interest related to maths teaching and learning.

- Use current reading and research to critically explore and extend one of the themes introduced in the module
- Explore key ideas, present critical arguments and contrasting opinions
- Explain why your selected topic is important to you
- Assess the impact of your findings on your development as a maths teacher

Present your work in a seminar group and submit your notes and reference list to Turnitin

At level 6 you need to demonstrate an increased level of analysis and evidence of reading from a wide range of sources.

2000 words equivalent

Module Reading List

Core Reading

Barton, C. (2018) *How I wish I'd Taught Maths*. Melton, Woodbridge : John Catt Educational Ltd

Boaler, J. (2016) *Mathematical Mindsets*. San Francisco: Jossey-Bass

DfES (2007) *Thinking Through Mathematics: Strategies for Teaching and Learning*. London: NRDC

Education and Training Foundation (2014) *Effective Practices in Post 16 Vocational Maths*.

Available at: <http://www.et-foundation.co.uk/wp-content/uploads/2014/12/Effective-Practices-in-Post-16-Vocational-Maths-v4-0.pdf> (accessed 12/10/17)

Gates, P. (ed.) (2001) *Issues in Mathematics Teaching*. Abingdon: Routledge Falmer

- Griffiths, G., Ashton, J. and Creese, B. (2015) *Training to Teach Adults Mathematics*. Leicester: NIACE
- Griffiths, G and Stone, R (eds.) (2013) *Teaching Adult Numeracy: Principles and Practice*. Maidenhead: Open University Press
- Johnston-Wilder, S. and Lee, C. (2010) 'Developing mathematical resilience'. *BERA Annual Conference 2010*, 1-4 Sep 2010, University of Warwick.
- Lee, C., Johnston-Wilder, S. and Ward-Penny, R. (eds.) (2013) *A Practical Guide to Teaching Mathematics in the Secondary School*. Abingdon: Routledge
- Swan, M. (2005) *Improving Learning in Mathematics: Challenges and Strategies*. Sheffield: DFES Standards Unit
- Swan, M. (2006) *Collaborative Learning in Mathematics*. Essex: NRDC and NIACE
- Watson, A. Jones, K. and Pratt, D. (2013) *Key Ideas in Teaching Mathematics*. Oxford: OUP

Additional Reading

- Coben, D. (2007) *Effective Teaching and Learning: Numeracy*. London: NRDC
- Ma, L. (2010) *Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in China and the United States*. Abingdon: Routledge
- Mason, J., Burton, L. and Stacey, K. (2010) *Thinking mathematically*. Harlow: Prentice Hall
- Smith, A. (2017) *Report of Professor Sir Adrian Smith's review of post-16 Mathematics*. Available at <https://www.gov.uk/government/publications/smith-review-of-post-16-Maths-report-and-government-response> Accessed 12/10/17)

Module Three: The Learner and Learner Progress – Teaching Learners with Special Needs

20 credits (10 ECTS credits) Level 5

May – July 2019 METLL2TLS

Module Aims

This module is designed to enable you to focus on your specialist role by developing your knowledge, skills and professional attributes related to learners with special needs. Content will include: competent planning, delivery and assessment techniques, with an emphasis on the importance of inclusive learning, behaviour management and an understanding of specific impairments in relation to the support needs of individual learners. Developing appropriate communication and language strategies and how you plan for personalised learning are key aims of this specialist module.

Learning Outcomes

By the end of this module students should be able to:

1. Consider the significance of specific educational impairments and the related support needs of learners.
2. Demonstrate an understanding of the impact of dual or multiple impairments on inclusive practice, including risk assessment and safeguarding.
3. Adapt own communication to meet the individual learning needs and skills of learners.
4. Demonstrate an understanding of personalised learning by using differentiated approaches, activities, resources and assessment methods to support learning and measure achievement, including behaviour management and the effective use of learning support practitioners.

Indicative Content

This specialist module focuses on the key skills and attributes required of an effective teacher of learners with special needs and will identify your roles and responsibilities as a specialist teacher. The module will outline principles for planning personalised, inclusive programmes of learning; explore a range of teaching and communication strategies, classroom management techniques, differentiated assessment and evaluation procedures. You will continue to reflect on your personal progress and deliver teaching sessions to learners with special needs to demonstrate how you are developing your teaching skills. You will consider the impact of specific impairments and identify the related support needs of learners within your own area of expertise or special interest; this will include observations of SEN teaching and learning.

Module Assessment

This module is assessed by a portfolio of teaching-related tasks (70%) and a module assignment (30%)

Teaching Portfolio (70%): (2,800 words).

A portfolio of teaching-related tasks in a SEND context. To include:

1. Progress Log (1,000 words equivalent)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A, B and C of your progress log:

- Section A: Personal and professional action plan. Identify areas for development - set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.
- Section C: Assessment of progress. Evaluate your progress using the Professional Standards to guide you. Your tutor will review your progress with you and award you an end of year grade.
- At the end of the module email your Progress Log to post.compulsory.education@canterbury.ac.uk

2. Observation of an experienced SEND teacher (800 words equivalent)

Observe an experienced SEND specialist teacher and write a reflective paper of what you notice about good practice teaching and learning and explain why.

3. Observation (1,000 words equivalent)

Arrange an observation of your teaching.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan and resources
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.
- Return the report to the observer for comment.
- Update Sections A and C of the Progress Log to record your own progress and development.

Not submitted to turnitin

Module Assignment (30%): (1,200 words)

Case Study: Write a profile for one of your learners. Include in your case study aspects of how you:

- Carried out initial assessment and identified learning needs and barriers to learning for that specific learner.
- Differentiate your teaching and communication to accommodate the needs of this learner to ensure an inclusive learning environment.
- An evaluation of two resources you use with this learner. Show how technology is, or could be, used to support your learner's progress.

Submit to turnitin

Module Reading List

Specialist knowledge example texts depending on context and disability:

Baron-Cohen, Simon. (2008) *Autism and Asperger Syndrome (The Facts)*. Oxford: OUP

Carpenter, B. (2015) *Engaging Learners with Complex Learning Difficulties and Disabilities*. Routledge

Colley, A. (2013) *Personalised Learning for Young People With Profound and Multiple Learning Difficulties*. London: Jessica Kingsley Publishers

Eakins, A (2015) *The Changing Face of Special Educational Needs (360 Degree Business); Second Edition*. Routledge.

Gov.UK. *Valuing People – A New Strategy for Learning Disability for the 21st Century*. www.gov.uk

Gov.UK. *SEND code of practice: 0 to 25 years* – www.gov.uk

Gov.UK. *Educational excellence everywhere* – www.gov.uk

Handy, S. (2011) *Challenging Behaviour: A Handbook: Practical Resource Addressing Ways of Providing Positive Behavioural Support to People with Learning Disabilities Whose Behaviour is Described as Challenging*. Brighton: Pavilion Publishing.

Higashida, N. (2014) *The Reason I Jump: one boy's voice from the silence of autism*. Sceptre

Hudson, D. (2015) *Specific Learning Difficulties; What Teachers Need to Know*. London: Jessica Kingsley Publishers.

Imray, P. (2017) *Turning the Tables on Challenging Behaviour: Working with Children, Young People and Adults with Severe and Profound Learning Difficulties and/or Autistic Spectrum Disorders*. (second edition). Routledge

Imray, P. and Colley, A (2017) *Inclusion is Dead: Long Live Inclusion*. Routledge.

Silberman, S. (2015) *Neurotribes, The legacy of autism and how to think smarter about people who think differently*. Australia: Allen and Unwin

Simmons, B. and Watson, D. (2014) *The PMLD Ambiguity – Articulating the Life-Worlds of Children with Profound and Multiple Learning Disabilities*. Karnac Books

Sample of websites:

Person centred planning - <http://www.learningandwork.org.uk/our-work?redirectedfrom=niace> [accessed 12th October 2017]

Access for all - <http://rwp.excellencegateway.org.uk/Access%20for%20All/> [accessed 12th October 2017]

Equality act 2010 - <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/> [accessed 12th October 2017]

Readability - <http://shop.niace.org.uk/readability.html> [accessed 12th October 2017]

http://www.learningandwork.org.uk/search/apachesolr_search/disabled%20learners?redirectedfrom=niace [accessed 12th October 2017]

Module Four: Developing Practice and Teaching Learners with Special Needs

20 credits (10 ECTS credits) Levels 5/6

September – December 2019 METLL2DPD / METLL3DPD

Module Aims

The aims of this module are to explore and apply practical teaching strategies related to the additional and complex needs of learners by focusing on ways to adjust practice for learners with a specific impairment. The social model of disability and its impact on inclusive learning and attitudes to disability are a key focus. Curriculum development that includes networking with other professionals and organisations and maintaining relationships with parents, carers and others with an interest in the learner will further enable the development of specialist skills and knowledge.

Learning Outcomes

Level 5

1. Demonstrate the use of a range of established techniques to adjust your teaching practice for learners with a specific impairment; including ways to embed maths, English and ICT into the curriculum.
2. Demonstrate a working knowledge and understanding of the social model of disability and its impact on inclusive learning opportunities for learners with special needs.
3. Review the effectiveness of networking with other professionals, organisations, parents, carers and others with an interest in the learner. Including risk assessments and safeguarding procedures.
4. Use action research to reflect on and develop a curriculum offer that is adapted to the needs of your specific learner/group by planning for learning in real life contexts using personalised learning to differentiate methods, activities and resources; including the effective use of learning support practitioners and multi-agency therapy plans.

Level 6

1. Demonstrate and critically evaluate the use of a range of established techniques to adjust your teaching practice for learners with a specific impairment; including ways to embed Maths, English and ICT into the curriculum.
2. Demonstrate a thorough knowledge and critical understanding of the social model of disability and its impact on inclusive learning opportunities for learners with special needs.
3. Critically analyse the effectiveness of networking with other professionals, organisations, parents, carers and others with an interest in the learner. Including risk assessments and safeguarding procedures.

4. Use action research to reflect on, analyse and develop a curriculum offer that is adapted to the needs of your specific learner/group by planning for learning in real life contexts using personalised learning to differentiate methods, activities and resources; including the effective use of learning support practitioners and multi-agency therapy plans.

Indicative Content

This specialist module looks to further develop the practical teaching and communication skills required of an effective teacher of learners with special needs. Students will build on theory and practices established in previous modules and interpret key aspects involved in liaising with other professionals, parents and carers in your own professional role and context. You will continue to focus on planning for personalised, inclusive programmes of learning that explore a range of teaching and communication strategies, classroom management techniques, and differentiated assessment and evaluation procedures.

Module Assessment

This module is assessed by a portfolio of teaching-related tasks (50%) and a module assignment (50%)

Teaching Portfolio (50%): (2,000 words)

Portfolio of teaching-related tasks in a SEND context. To include:

1. Progress Log (1,000 words equivalent)

Progress Logs are an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your log to life.

Re-visit and update sections A and B of your progress log:

- Section A: Personal and professional action plan. Identify areas for development -set yourself some targets and review previous targets.
- Section B: Subject specialist and mentor log. Note any points that have arisen from discussions / meetings with mentor and any key learning points for you in your subject specialist area relating to the module.

2. Observation (1,000 words equivalent)

Arrange an observation of your teaching.

- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan and resources
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback.

- Return the report to the observer for comment.
- Update Sections A and C of the Progress Log to record your own progress and development.

Not submitted to Turnitin

Module Assignment (50%): (2,000 words)

Level 5 DET

Undertake a reflective investigation into how you/your organisation have implemented a learning/behaviour intervention plan that involves multi agency working, by developing and extending ideas introduced in the module.

Present your work in a seminar group demonstrating your skills as an effective communicator and submit your notes/log to turnitin.

Level 6 ProfGCE

Critical Review:

Undertake a reflective investigation into how you/your organisation have implemented a learning/behaviour intervention plan which involves multi agency working, by critically analysing, developing and extending ideas introduced in the module.

Present your work in a seminar group demonstrating your skills as an effective communicator and submit your notes/log to turnitin.

Module Reading List

Specialist knowledge example texts depending on context and disability:

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Carpenter, B. (2015) *Engaging Learners with Complex Learning Difficulties and Disabilities*. Routledge

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