Certificate in Education
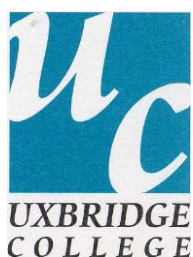(Diploma in Education and Training)

and

Professional Graduate Certificate of Education
(Diploma in Education and Training)

Programme Specifications 2014-15 Cohort

UNIVERSITY OF
AIMS
AMBITIONS
ACHIEVEMENTS
WESTMINSTER

PROGRAMME SPECIFICATION

Course Record Information

Name and level of Final and Intermediate Awards	Certificate in Education (Diploma in Education and Training) **There are four pathways:** Certificate in Education (Diploma in Education and Training) Generic pathway Level 4 and 5 Certificate in Education (Diploma in Education and Training) Literacy and ESOL pathway Level 4 and 5 Certificate in Education (Diploma in Education and Training) Numeracy pathway Level 4 and 5 Certificate in Education (Diploma in Education and Training) Teaching Disabled Learners pathway Level 4 and 5
Name and level of Intermediate award	For each pathway, there is the following interim award: Certificate in the Lifelong Learning Sector (Certificate in Education and Training) Level 4 and 5
Awarding Body/Institution	University of Westminster
Status of awarding body/institution	Listed body
Location of Delivery and teaching institutions	University of Westminster Education Consortium Colleges: • Amersham & Wycombe College • City Literary Institute • Ealing, Hammersmith and West London College • Harrow College • Newham College • Uxbridge College • West Thames College
Mode of Study	Part-time, in-service, full-time, pre-service

UW Course Code	BWBSCER Amersham & Wycombe College Ealing, Hammersmith and West London College Harrow College Newham College Richmond Adult Community College. Uxbridge College West Thames College
JACS Code	X141 Teacher Training
UCAS Code	Not applicable
QAA Subject Benchmarking Group	Education Studies
Professional Body Accreditation	Education and Training Foundation Institute for Learning
Date of course validation/review	1 July 2014
Date of Programme Specification	February 2014

Admissions Requirements

Normally those applying to join the Course will:

1) be regularly employed in the education or training of participants in the Lifelong Learning Sector for normally at least an average of 3 hours per week or 100 hours a year in an approved placement;

2) have responsibility for the group that they are teaching for planning and assessing the learning, unless they are undertaking only the Certificate in the Lifelong Learning Sector (Certificate in Education and Training) - 60 credits at Levels 4 and 5. A group would normally consist of a minimum of 6 learners. However, if applicants are teaching learners with specific learning difficulties or differences, in prison or in other appropriate environments when numbers are lower, the course leader may exceptionally agree admission to the course;

3) hold a minimum of a level three vocational qualification or a professional or academic qualification (such as a degree or higher diploma) in the subject they teach;

4) be able to use Information Technology for word processing assignments and preparing teaching materials; and

5) hold GCSE minimum grade C (or equivalent) in English Language, Mathematics and three other subjects and be prepared to undertake literacy, numeracy and other specified assessments that the DBIS or DfE may require for QTLS.

6) All applicants must have a current Enhanced Disclosure and Barring Service (DBS) disclosure. The Disclosure & Barring Service (DBS) was created in December 2012 as a merger between the CRB and the Independent Safeguarding Authority (ISA). A DBS check is what used to be called a CRB check. We require all applicants to have an Enhanced DBS Disclosure check and they need to provide that certificate to the course

leader at the beginning of the course.

Additionally for the Specialist pathways:

- Normally, applicants for Literacy and ESOL, Numeracy or Teaching Disabled Learners courses will be required to pass a rigorous pre-course test and interview procedure, including diagnostic pre-interview tasks and one-to-one and group interview and tasks. If the results of these tests indicate an applicant is borderline, then the course team may make a conditional offer and provide self-guided learning materials for the applicant to study before the course starts.
- Participants are required to log 100 hours of teaching practice in Literacy and ESOL contexts at different levels (e.g. minimum 2 of the 3 levels of the ESOL curriculum: Entry level, Level 1 and Level 2). LSIS guidance states that approximately 25% of the teaching practice hours should be with classes where the intention is to provide literacy teaching and another 25% should be with classes where the intention is to provide ESOL teaching. The remaining 50% can be in either context. However, LSIS has also indicated that it is possible that participants would teach in one discipline (say, ESOL) and observe classes in the other discipline (Literacy – or vice versa). Teaching practice would therefore be linked to the *intention to practise the discipline*, rather than the teaching placement itself. In the catchment area for the consortium colleges, it is highly likely that Literacy classes will include students with ESOL needs and vice versa.
- Participants are required to log 100 hours of teaching practice in Numeracy contexts at different levels – Entry level and one other level.
- Participants are required to log 100 hours of teaching practice for Teaching Disabled Learners which must be undertaken with some groups of learners and not just one to one teaching. 50 hours of this teaching practice (which can be voluntary) can be in mainstream classrooms which include students with SpID, disabilities, ADHD, emotional/behavioural and/or mental health difficulties. In order to broaden their teaching experience we also expect the participants to:
- Observe and evaluate at least two SLDD classes during the course OR
- Shadow and/or team teach in an SLDD classroom at least twice, evaluating their experiences.

Those with a degree from the UK or an equivalent degree from abroad (NARIC endorsed) may apply to take the Professional Graduate Certificate of Education (Diploma in Education and Training), described in a separate programme specification.

In exceptional circumstances, applicants whose qualifications do not accord with 4) or 5) of this specification may be admitted, provided such applicants can show evidence at their interview and in the written test of the ability to benefit from this course of study and relevant industrial, commercial or professional experience. In these cases admission to the course will be at the discretion of the Course Leader.

Participants must sign the *Learning Agreement* and ask their line manager to sign the *Employer Permission Guarantee* before starting the course.

All applicants will be interviewed by the Course Leader before admission on to the course. The purpose of the interview is to review the applicant's current and previous teaching

experience and qualifications, clarify his/her expectations of the course and discuss its content and workload. There will be a literacy and numeracy test prior to, or following, the interview. The test will be written either by hand, conducted on-line or a combination of both. The purpose of this is to ascertain whether applicants have sufficient skills to successfully undertake HE study, and will also diagnose specific support needs. Specifically the test will assess that the applicant can:

- respond appropriately and in clear English to questions on a piece of recent writing about issues concerning education in the Lifelong Learning Sector;
- comment meaningfully on issues concerning education in the Lifelong Learning Sector in an appropriate academic style; and
- use ICT to a level required to meet the demands of the course.

Applicants not considered suitable for the course, will be given guidance on the steps they should take to acquire the necessary skills/experience/qualifications.

Applicants are strongly encouraged to declare any disabilities they may have when applying for the course and apply immediately for Disabled Students' Allowances. This will enable the teaching team to support the participant's learning more effectively. The team will also provide other opportunities following registration for participants to declare disabilities.

All participants will be assessed in language, literacy, numeracy and ICT at the start of their programme to identify any skills that they need to acquire. In order to get QTLS, participants will need to have Literacy and Numeracy qualifications at level 2, as specified by the Institute for Learning currently. Entrants without certificated evidence of holding both may be offered a place conditional upon obtaining such awards. Tracking participants' progress with these skills will form part of the Individual Learning Plan (ILP) process; this is equivalent to the HE Personal Development Plan (PDP).

In circumstances where applicants do not hold level 3 subject specialist qualifications, the Course Leader will have discretion to consult with specialist colleagues within the college as to whether the applicant has equivalent professional/industry experience. Similarly, development needs associated with updating a participant's specialist skills will be managed in partnership with specialist colleagues as appropriate.

All offers are conditional upon receiving proof of a successful Enhanced Disclosure Criminal Record Bureau (CRB) check, and a reference from the participant's primary employer verifying teaching, guaranteeing to provide a workplace Subject-Specialist Mentor, and supporting requirements for assessment and the ILP.

In exceptional circumstances and at the Course Leader's discretion, the programme will offer to provide a Subject-Specialist Mentor if a participant's employer is - despite interventions - unable to resource appropriate mentoring. This mentor may be drawn from the college's own staff or from a 'pool' of peripatetic mentors created as part of the Westminster Partnership, a Centre for Excellence in Teacher Training (CETT).

Applicants who hold previous relevant qualifications, or have achieved some of the learning included in the course through their work experience, can apply to receive credit in recognition of this prior learning. Any applicant who is interested in this should inform the

Course Leader on application.

Accreditation of Prior Learning
The accreditation of prior learning (however gained) can provide routes for recognition of skills, knowledge and awards relevant to the learning outcomes of the programme. Such recognition is for established members of staff seeking recognition for learning from prior experiential learning (APEL) or to extend and/or update their previous qualifications, such as staff transferring from similar programmes of study at other institutions (accreditation of prior certificated learning; APCL). If you seek recognition through APEL and/or APCL you are required to submit a portfolio evidencing that the module learning outcomes have been met. In this instance the award of credit would operate through the University's modular framework. You may be awarded credit up to a maximum of half of the total credit required for a given award; that is:

- 30 credits towards the Certificate in the Lifelong Learning Sector (Certificate in Education and Training),

- 60 credits for the CertEd or PGCE
  (Diploma in Education and Training).

Accreditation of Prior Certificated Learning (APCL)
The Accreditation of Prior Certified Learning (APCL) is defined as the process by which appropriate certificated learning from another institution is accredited towards a University of Westminster award. The prior certification should be provided by a recognised academic institution as a result of a rigorously assessed learning experience. Credit for learning gained from an uncertified course (or where the certificate is in respect of attendance only) should be claimed through the APEL route.

In cases where a relevant course at a level lower than level 4 has been successfully completed, the portfolio could demonstrate how the learning outcomes of the previous course relate to those of the current modules. However, you will also need additional evidence to demonstrate upgrading of the learning outcomes to level 5, and this should include a sufficient theoretical and reflective commentary. Again if this approach is to be adopted, the period since the completion of the previously completed course should not be more than five years.

The Course Leader will provide appropriate advice in relation to APCL claims. This advice will be in accordance with the tariff, agreed annually by the University's Consortium of Colleges, of current relevant qualifications and their compatibility with the CertEd/PGCE.

The Course Leader will propose the award of credit, in consultation with the Consortium Programme Leader. The proposal of the award of credit will then be submitted to the University's Senior Admissions Manager.

Accreditation of Prior Experiential Learning (APEL)
The Accreditation of Prior Experiential Learning (APEL) is defined as the process by which

appropriate experiential learning is assessed and accredited. Experiential learning can be described as the knowledge and skills acquired through life experience, work experience and study which are not formally attested through any educational or professional certification. It may also include instruction-based learning, provided by an institution, which has not been examined in any of the public examination systems. It is important to note that it is the learning derived from the experience that is accredited, rather than the experience itself.

In cases where relevant learning has been gained wholly from experience, you should present a portfolio of evidence based on your learning from your prior teaching experience, accompanied by a reflective commentary that demonstrates how the learning outcomes of the module(s) have been met. You will work under the guidance of the Course Leader (or their nominee) who will act as your APEL Mentor.
The Course or Module Leader will assess the APEL claim, which will be internally moderated, sent for approval to the Consortium Programme Leader and then the award of credit will be considered for approval by the Assessment Board, with scrutiny by an External Examiner.

Applying your Prior Experience to Specific Modules
It is possible that more experienced lecturers will have attained some, but not all, of the module learning outcomes, through experiential learning. In this case, you may determine, in conjunction with the Course Leader, which parts of your assessment will be fulfilled by using existing evidence (which must be reasonably current) rather than creating new material. At the completion of the work for any given module, you must have fully demonstrated the achievement of all the module learning outcomes.

Aims of the Course

The course aims to foster a critical understanding of the Lifelong Learning Sector for practitioners at various stages in their teaching careers. The CertEd/PGCE aims to provide novice teachers with a solid foundation in key issues connected with learning, teaching, assessment and classroom management in a supportive environment, whilst enabling more experienced practitioners to build on their educational knowledge and professional expertise in learning and teaching.

At all stages of the course participants will be facilitated in:
- developing reflective and analytical approaches to theory and practice in the Lifelong Learning Sector;
- engaging effectively with the climate of rapid change impacting on the Lifelong Learning Sector at subject, institutional and sector levels;
- evaluating a range of theoretical perspectives and linking these to practice in the Lifelong Learning Sector;
- using practical and appropriate teaching strategies to engage and assess learners;
- using inquiry learning to experiment with and improve own practice;
- evaluating the impact of their own teaching practice on own students' learning, in the light of a range of educational theory of lifelong learning; and
- developing higher education, career and professional development planning skills.

Employment and Further Study Opportunities

The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses

- Opportunities for part-time work, placements and work-related learning activities are widely available to students

- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision

- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Participants are already full-time, part-time, fractional or voluntary members of staff in the Lifelong Learning Sector. The Professional Graduate Certificate in Education (with generic, Literacy and ESOL, Numeracy or Teaching Disabled Learners Specialist pathways) is a course which is rooted in participants' work-place practice. It is designed to help them develop their generic, Literacy and ESOL, Numeracy and/or Teaching Disabled Learners teaching skills, with continuous professional development, possibly leading to Advanced Practitioner status. It may also help participants to become managers.

Learning Outcomes

Learning Outcomes state what successful learners have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that participants will have gained on successfully completing a course. Each module on the course has specific learning outcomes, the achievement of

which will prepare participants to fulfil the role of a teacher in the Lifelong Learning Sector. This role includes participants' ability to:
- plan, deliver and evaluate teaching sessions that meet the individual needs of their learners;
- select appropriate teaching materials for own subject area from the range available;
- develop appropriate learning and teaching materials;
- apply appropriate learning and teaching strategies that take account of individual learner's needs;
- contextualise own practice within the demands of own subject area;
- use a range of assessment activities that produce valid, reliable and sufficient evidence to assess learner performance and monitor learner progress;
- evaluate effectiveness of different methods of feedback as a tool for learning;
- facilitate opportunities for learner feedback;
- reflect on, evaluate and develop own practice;
- collaborate with others to improve own performance;
- use inquiry learning to improve aspects of practice;
- identify own continuing professional development needs taking into account the changes at all levels in the Lifelong Learning Sector;
- identify theories of learning and teaching , which are relevant to own specialist area;
- develop teaching practice using technology-enhanced learning activities;
- develop teaching practice through reference to relevant theories of learning;
- plan learning activities as a member of a team;
- evaluate and develop the curriculum; and
- give constructive feedback to learners.

Knowledge and Understanding

On successful completion of the course, participants will be able to:
- design, implement and evaluate specific teaching programmes showing an understanding of the principles and methods of learning, teaching, assessment and evaluation;
- describe, and address, a range of issues relating to equality, inclusion and managing student diversity in learning, teaching and assessment within the context of the Lifelong Learning Sector;
- apply a range of the literature on theory and practice within the Lifelong Learning Sector to their own practice;
- describe recent developments in the Lifelong Learning Sector and the context in which participants teach; and
- Identify services available to support learner and enhance their access and progression.

Specific Skills

On successful completion of the course, participants will be able to:
- analyse the needs and abilities of their learners and explore a variety of ways of responding to these including the personalisation of the curriculum;
- have improved their own communication and inter-personal skills in order to increase own effectiveness as a teacher;
- manage classroom activities and learning with confidence;
- further develop their own Language, Literacy and Numeracy skills and be able to develop those of their learners in classroom practice; and

- develop and use e-learning skills to enhance their learners' learning.

Additionally for the Literacy and ESOL pathways, participants will be able to:
- develop own knowledge of grammar, lexis and phonology in relation to classroom delivery
- deliver, support and advise on the embedding of Skills for Life specialisms in other programmes

Additionally for the Numeracy pathways, participants will be able to:
- develop own knowledge of mathematical problem-solving, diagrammatic strategies, place value systems and numeracy skills in relation to classroom delivery
- deliver, support and advise on the embedding of Skills for Life specialisms in other programmes

Additionally for the Teaching Disabled Learners pathways, participants will be able to:
- develop own knowledge of types of disabilities and specific learning difficulties and their educational implications for learners
- plan, deliver and assess personalised programmes of learning to meet the individual learning and support needs of disabled learners
- use research skills to review and experiment with different approaches which address an important aspect of a specific impairment

Key Transferable Skills

On successful completion of the course, participants will be able to:
- evaluate their professional role and its values and responsibilities; and
- identify the professional and transferable skills necessary to progress within their career and to further their continuous professional development.

Learning, Teaching and Assessment Methods

Teaching

The course team has selected educational methods that are designed to meet the aims and objectives of the course and to support the development of participants' intellectual, professional and personal abilities as they progress through the course. A variety of teaching and active learning methods are used, including inquiry learning, audio-recorded professional discussions and assignments, linked to each observation of teaching. Although teaching is often in a tutor-led framework, there are opportunities for participants to lead presentations and seminars and to focus on areas of particular interest through microteaching. Oral and poster presentations, based on participants' own research, enable them to share their findings with other course participants and improve their communication skills.

Learning

Participants are expected to read appropriate texts and to prepare in advance for discussions. There are workshops and other group activities such as role plays and case studies that help clarify concepts and issues. These methods also foster co-operation and collaboration leading to good teamwork, which the course team hopes will be incorporated into participants' teaching and workplace as appropriate. All modules are intended to develop and extend study skills so that in turn participants will be able to establish effective study skills in their own learners.

Assessment

The assessment consists of a number of assignments for each module which aim to explore key issues and concepts for practitioners who are teaching in the Lifelong Learning Sector. Participants are expected to write in a reflective style using the first person. Discussions and

guidance on writing style will be embedded within the course.

Participants are also expected to cite appropriate sources in the assignments and to attach to each draft assignment a list of all the references used. We strongly suggest that participants cite from two books/journal articles for every web reference. The Harvard system of referencing must be used. Participants will be given formative feedback consisting of written comments on one draft of each assignment and they will be assessed on whether they have demonstrated the learning outcomes associated with each assignment.

Participants will present a portfolio of evidence (built through the requirements of the assignments) on completion of each module to demonstrate that they have achieved the relevant learning outcomes. Evidence may include written work, annotated documents, teaching materials, case studies, hand-outs, posters, audio/video recordings, notes and commentary on presentations, self-assessment, peer assessment and the results of research and supported experiments. Participants must also engage with technology-enhanced learning in their own practice.

Participants will be supported by Subject-Specialist Mentors and Personal Tutors. There will be at least eight teaching observations over the duration of the course, where these experienced staff will observe participants undertaking their teaching, and will provide them with constructive feedback on their approaches. Each teaching observation is linked to a specific assignment and the eight observations must be spaced out in order to demonstrate participants' development over time. Individual Learning Plans will be used to encourage participants to become reflective practitioners and for their continuous professional development.

Course Structure

This is a two-year part-time, in-service course consisting of core modules and College pathway modules as given below. Participants will study all core modules listed for each year on the generic route and one 15-credit option module for each year.

The option module will be selected by the participant's college or there may be a limited choice of option modules. There is no option module in the Literacy and ESOL, Numeracy or Teaching Disabled Learners pathways. The modules follow with a diagram of the course structure.

This section shows the core and option modules available as part of the course and their credit value. Full-time, Undergraduate students study 120 credits per year.

Year 1: Credit Levels 4 and 5					
Module code	Module title	Status	UK credit	ECTS	Level
BLLS401	Planning Assessment and Learning	Core	30	15	4
BLLS502	Concepts and Theories of Learning &	Core	15	7.5	5

	Teaching				
BLLS403	Tutoring in the Lifelong Learning Sector	Option	15	7.5	4
BLLS404	Young Learners in Further Education	Option	15	7.5	4
BLLS405	Teaching and Supporting People with Specific Learning Difficulties and Disabilities	Option	15	7.5	4
BLLS406	Literacy, ESOL and the Learners	Option	15	7.5	4
BLLS407	Academic Writing and Study Skills	Option	15	7.5	4

Year 2: Credit Levels 5 and 6

Module code	Module title	Status	UK credit	ECTS	Level
BLLS508	Curriculum Context and Policy	Core	15	7.5	5/6
BLLS509	Professional Practice and Personal Development	Core	30	15	5/6
BLLS510	Developing Management Skills	Option	15	7.5	5/6
BLLS512	Teaching with Technology	Option	15	7.5	5/6

English (Literacy & ESOL) pathway: Credit Levels 5 and 6

Module code	Module title	Status	UK credit	ECTS	Level
BLLS517	English (Literacy & ESOL) and the Learners	Core	20	10	5
BLLS518	English (Literacy & ESOL) Theories and Frameworks	Core	20	10	5
BLLS519	English (Literacy & ESOL) Learning and Teaching	Core	20	10	5/6
BLLS499	Observation for Specialists	Core	0	0	4

Mathematics (Numeracy) pathway: Credit Levels 5 and 6

Module code	Module title	Status	UK credit	ECTS	Level
BLLS523	Numeracy and the Learners	Core	15	7.5	5
BLLS525	Developing Numeracy Knowledge and Understanding	Core	15	7.5	5
BLLS524	Numeracy Learning & Teaching	Core	15	7.5	5/6
BLLS499	Observation for Specialists	Core	0	0	4

Teaching Disabled Learners pathway: Credit Levels 5 and 6

Module code	Module title	Status	UK credit	ECTS	Level
BLLS520	Planning Inclusive Learning & Teaching	Core	15	7.5	5
BLLS521	Theories and Frameworks for Teaching	Core	15	7.5	5

	Disabled Learners				
BLLS522	Researching a Specialist Area of Disability	Core	15	7.5	5/6
BLLS499	Observation for Specialists	Core	0	0	4

Title

June 16, 2014

CertEd/PGCE (DET)—Yr1

| Semester One | Semester Two |

Core

BLLS502
Concepts and Theories of Learning and Teaching
– CTLT –

15 credits

BLLS401
Planning Assessment and Learning
– PAL –

30 credits

Pathway Options

Generic

(G) BLLS403 Tutoring in the LLS
– TLLS –   15 credits

(G) BLLS404 Young Learners in FE
– YLF –   15 credits

(G) BLLS405 Teaching & Supporting Learners with SpLD and Disabilities
– TSpLD –   15 credits

(G) BLLS406 Literacy, ESOL & the Learners
– LEL –   15 credits

(G) BLLS407 Academic Writing and Study Skills
– AWS –   15 credits

Lit & ESOL

(LE) BLLS517
English (Literacy & ESOL) & the Learners
– ELL –   20 credits

Numeracy

BLLS523
Numeracy & the Learners
– N&L –   15 credits
(N)

BLLS525
Developing Numeracy Knowledge & Understanding
– NKU –   15 credits
(N)

TDL

BLLS520
Planning Inclusive Learning and Teaching
- PILT -
(TDL)   15 credits

BLLS521
Theories and Frameworks for Teaching Disabled Learners
(TDL)   15 credits

CertEd/PGCE (DET)—Yr 2

Semester One | Semester Two

Core

BLLS508 or BLLS608
Curriculum Context and Policy
– CCP –   15 credits

BLLS509 or BLLS609
Professional Practice & Personal Development
– PPPD –
30 credits

Pathway Options

Generic 1 from 4

(G) BLLS510 or BLLS610 Developing Management Skills
– DMS –   15 credits

(G) BLLS512 or BLLS612 Teaching with Technology
– TWT –   15 credits

- - - - - - - - - - - - - - - - - -

Lit & ESOL

(LE) BLLS519 or BLLS619
English (Literacy & ESOL) Learning & Teaching
– ELLT –   20 credits

(LE) BLLS518
English (Literacy & ESOL) Theories & Frameworks
– ELTF –   20 credits

- - - - - - - - - - - - - - - - - -

Numeracy

(N) BLLS524 or BLLS624 Numeracy Learning & Teaching
– NLT –   15 credits

TDL

(D) BLLS522 or BLLS622
Researching a Specialist Area of Disability
RSAD
15 credits

- - - - - - - - - - - - - - - - - -

Academic regulations

The Professional Graduate Certificate in Education and its intermediate awards operate in accordance with the University of Westminster's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at **westminster.ac.uk/essential-westminster**. The following regulations should be read in conjunction with Section 17: Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at **westminster.ac.uk/academic-regulations.**

As a part-time, one-year equivalent course there is no formal progression requirement from one year of study to another, but if you need to be re-assessed or to re-take a module you will be advised by your course leader as to how to schedule your studies so as to achieve the most successful outcome.

Awards

- To qualify for the award of the Certificate in Education (Diploma in Education and Training generic pathway) a student must have passed modules totalling 120 credits—45 credits at level 4 and 75 credits at level 5.

- To qualify for the award of the Certificate in Education (Diploma in Education and Training) with an ESOL & Literacy Specialist pathway, a student must have passed modules totalling 150 credits—45 credits at level 4, 105 credits at level 5.

- To qualify for the award of the Certificate in Education (Diploma in Education and Training) with a Numeracy Specialist pathway, a student must have passed modules totalling 135 credits—45 credits at level 4, 90 credits at level 5.

- To qualify for the award of the Certificate in Education (Diploma in Education and Training) with a Disability Specialist pathway, a student must have passed modules totalling 135 credits—45 credits at level 4, 90 credits at level 5.

- To qualify for the award of the Professional Graduate Certificate in Education (Diploma in Education and Training), a student must have passed modules totalling 120 credits—45 credits at level 4, 15 credits at level 5 and 60 credits at level 6.

- To qualify for the award of the Professional Graduate Certificate in Education (Diploma in Education and Training) with a Literacy and ESOL Specialist pathway, a student must have passed modules totalling 150 credits—30 credits at level 4, 55 credits at level 5, and 65 credits at level 6.

- To qualify for the award of the Professional Graduate Certificate in Education (Diploma in Education and Training) with a Numeracy Specialist pathway, a student must have passed modules totalling 135 credits—45 credits at level 4, 30 credits at level 5, and 60 credits at level 6.

- To qualify for the award of the Professional Graduate Certificate in Education (Diploma in Education and Training) with a Disability Specialist pathway, a student must have passed modules totalling 135 credits—45 credits at level 4, 30 credits at level 5, and 60 credits at level 6.

- To qualify for the award of Certificate in the Lifelong Learning Sector (Certificate in Education and Training), a student must have passed modules totalling 45 credits at Level 4 and 15 credits at level 5.

Support for Students

On arrival, an induction programme will introduce you to the staff responsible for the course, the college in which you will be studying, the Library and IT facilities and to the Course Administration. You will be provided with the Course Handbook, which provides detailed information about the course. You are allocated a Personal Tutor who can provide advice and guidance on academic matters. You will also have a Subject-Specialist Mentor who will provide advice and guidance on your subject specialism.

You will have access to course books through the Library at the college in which you study. You will also have access to the College IT services. Additionally, learning support includes specified access to the University Library and IT services.

Reference Points for the Course

Internally:
- University of Westminster Learning, Teaching and Assessment Strategy.
- Handbook of Academic Regulations.
- Quality Assurance and Enhancement Handbook.

Externally:
- Ofsted *Common Inspection Framework*
- Lifelong Learning UK: *Developing Qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England*.
- Lifelong learning UK and Skills for Business *Addressing language, literacy, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills.*
- Qualifications and Curriculum Authority (QCA).
- Higher Education Quality Assurance Agency (QAA): Academic Infrastructure.
- SEEC Level Descriptors.

Quality Management and Enhancement
Programme Management
The CertEd including Specialist pathways is a part-time modular course planned

within the University of Westminster Undergraduate Modular Framework, and run over four semesters. The University's Westminster Business School is the host department for the courses, but these are delivered through its consortium of partner colleges.

Each partner college course has its own Course Leader and teaching team drawn from the college. Additionally, the Consortium Programme Leader is based in the University's Westminster Business School.

The University and the partner Colleges are, with Oxford Brookes University and its partner colleges, part of a Centre for Excellence in Teacher Training (CETT), *The Westminster Partnership*. This CETT has developed a range of initiatives, materials and resources to support the course provision and enhance your learning opportunities and experiences, helping you to guide your future practice.

Course Approval, Monitoring and Review
The course was approved by a University Validation Panel in 2014. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

The course is subject to annual monitoring by the University, through Westminster Business School, and to the quality control mechanisms operating at the relevant college. The Course Leaders from each college will submit a Course Leader's report to the University, including reports from the Module Leaders, together with Course Committee minutes (a student-staff Course Committee will be held at each college at least twice each year), evidence of student progression and achievement and the reports from the External Examiners, to evaluate the effectiveness of the course. The University audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

Student Involvement in Quality Assurance and Enhancement
Student feedback is important to the University and student comment is taken seriously. The most formal mechanism for feedback on the course is the Course

Committee. Student representatives will be elected to sit on the committee to represent the views of their peer group in the discussions held at the committee. The Course Leader provides an induction to the role of the Course Committee.

Students are asked to complete an end-of module questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. They are also asked to complete a survey about Mentoring on the course and an exit survey reviewing the course.

Students are invited to meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's quality assurance evidence base.

For More Information about this Course:

Amersham & Wycombe: Colm McConway, **cmcconway@amersham.ac.uk**
Harrow: Suzanne Levy, **slevy@harrow.ac.uk**
EHWL: Ben Beaumont, **ben.beaumont@wlc.ac.uk**
Newham College: Andrea McMahon, **Andrea.McMahon@newham.ac.uk**
Uxbridge: Marta Knill, **MKnill@uxbridgecollege.ac.uk**
West Thames: Tracy Jackson, **Tracy.Jackson@west-thames.ac.uk**

Please note: This Programme Specification provides a concise summary of the main features of the course and the learning outcomes that students might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification should be read in conjunction with the Course Handbook (Part 2) provided to learners and the Module Handbooks that provide more detailed information on the specific learning outcomes, content, learning, teaching and assessment methods for each module.