

PROGRAMME SPECIFICATION

Awarding institution	Liverpool John Moores University
Teaching institution	RIVERSIDE COLLEGE HALTON
JACS Code	X100
Programme Duration	
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	There are no official benchmarks for this suite of programmes, and consequently, the national OfSTED inspection reports have been used as a benchmark for current and future practices. However, the programme team have used the QAA benchmark statements for HE programmes for the Diploma non-degree undergraduate programme as being appropriate.
Programme accredited by	
Description of accreditation	Advanced Certificate
Validated target and alternative exit awards	Graduate Certificate in Teaching in the Lifelong Learning Sector

Link Tutor

Educational aims of the programme

To provide exploration of the theories and practicalities of teaching and learning within the Lifelong Learning Sector. It will enable teachers in a full teaching role to further develop the appropriate skills, knowledge, values and attitude to carry out the professional role.

The generic aims of the programme are to:

Develop students understanding of learners needs within the Lifelong Learning Sector

Raise awareness of issues linked to the planning of programmes and sessions

Allow students to demonstrate good practice in design, delivery, assessment and evaluation of learning in a realistic setting incorporating the development of their own subject knowledge and skills

Provide relevant support and encourage the sharing of best practice

Encourage an element of self reflection towards their professional role as a teacher as well as within the development of their subject specialism

Actively encourage learners to recognise where practice meets the overarching professional standards for teachers in the Lifelong Learning Sector, endorsed by the Standards Verification Unit UK.

Knowledge and understanding

A student who is eligible for this award will be able to:

A1. The diverse needs of the learner in the Lifelong Learning Sector and applications of this differentiation in terms of knowledge to teaching, learning and assessment

A2. Processes associated with curriculum design to ensure inclusivity for all learners

A3. The range and purposes of different methods of delivery and assessment

A4. The effective design and use of resources

A5. The purpose of evaluation within quality assurance

A6. LLUK/SVUK standards and their application to the role of the professional teacher within the Lifelong Learning Sector

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Acquisition of knowledge 1-6 is achieved through a broad range of teaching and learning methods including: tutor input, workshops, participant presentations, seminar/group discussion, individual reading and research and individual work place experience including one to one tutorials.

Assessment

All of the assessment from within year one of this programme will be presented within a portfolio of evidence. Assessed work from year two, will take the form of written accounts presented in a variety of academic styles.

Assessment methods are specified in each module handbook and include:

Written assignments designed to demonstrate the students underpinning knowledge and theoretical applications of teaching and learning strategies

Presentation to the peer group and/or students of a topic of their own choice within their subject specialisms

Teaching practice and observations which comply with the LLUK recommendation of 150 hours practice with a minimum of eight observed sessions

Evaluation of work place practice within their learning environment

Written reflective account which analyses their own performance

Triangulation as a research method to critically evaluate advanced learning and teaching practices.

Skills and other attributes

Intellectual Skills

A student who is eligible for this award will be able to:

B1. Integrate theory and practice

B2. Demonstrate an awareness of curriculum design issues to promote an inclusive environment

B3. Critically reflect and analyse practice in order to improve and develop

B4. Integrate an appropriate assessment schedule into the curriculum

B5. Actively engage in enquiry

B6. Recognise own strengths and weaknesses in order to establish relevant continuing personal and professional development needs

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Intellectual skills 1-6 are developed through a range of formal and informal activities including workshops, examples from own practice, work with peers, working with mentors, reading and engagement with education and subject specific literature.

Assessment

Intellectual skills 1-6 are assessed formatively through group discussions, student presentations, individual critical reflections, and summatively through more formal assessments e.g. teaching practice file, self-evaluation, reflection, and personal target setting as integral to the ILP.

Professional practical skills

A student who is eligible for this award will be able to:

C1. Design learning and assessment activities appropriate for a range of learners in a variety of levels and contexts within own subject specialism

C2. Effectively use a range of learning and teaching strategies and resources, including e-learning to ensure personalised learning

C3. Critically evaluate appropriate teaching and learning methods and resources following their practical use

C4. Monitor, record and evaluate own and students progress and skills whilst acting as a trainee teacher in the Lifelong Learning Sector

C5. Collaborate effectively with colleagues, and work co-operatively in teams

C6. Work effectively with subject based mentor for the purpose of setting personal subject related targets

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Professional practical skills 1-6 are developed in a progressive manner throughout the programme. As this is a practice-based qualification, students will be asked to reflect on their performance at all stages, using feedback from personal tutors and subject based mentors to assist with this process.

Assessment

Professional practical skills 1-6 are assessed throughout the module by using the following methods:

Being observed teaching by peers, experienced colleagues, tutors and mentors and developing action plans for improvements for self and learners

Course work materials (collated in a portfolio)

Written assignments presented in a variety of academic styles

Critical and analytical reflective accounts throughout the programme

Presentations - self and group

Transferable / key skills

A student who is eligible for this award will be able to:

D1. Communicate and present oral and written arguments

D2. Work with others, incorporating the development of interpersonal skills

D3. Improve own learning and performance, including the development of study and research skills

D4. Identify problems and solutions

D5. Use information and communication technology throughout the programme.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

These skills underpin all the work of the programme and are naturally incorporated into the delivery mechanisms and assessment methods of all modules.

Assessment

Integral to all of the modules

Programme structure - programme rules and modules

Programme rules

This award, the Diploma in Teaching in the Lifelong Learning Sector, consists of five level 4 (HE1), and four level 5 (HE2) modules as seen below, and is designed for those who are in a full teaching role (as defined by LLUK/DfES).

Upon successful completion of this Diploma, the progression route for undergraduate students is the Foundation Degree in the Lifelong Learning Sector. Further progression upon a successful completion, will be onto the BA Hons in Education Studies (already validated in 2006). For those students who are already graduates, progression will be onto the Post Graduate Diploma in Teaching in the Lifelong Learning Sector, and then further progression onto the MA in Education.

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5501RTLLS CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT (15 credits) 5502RTLLS CURRICULUM DESIGN FOR INCLUSIVE PRACTICE (15 credits) 5503RTLLS WIDER PROFESSIONAL PRACTICE (15 credits) 5504RTLLS LEADERSHIP AND ORGANISATION (15 credits)		60 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4501RTLLS PREPARING TO TEACH IN THE LIFELONG LEARNING SECTOR (6 credits) 4502RTLLS PLANNING AND ENABLING LEARNING (9 credits)		60 core credits at level 4 0 option credits at level 4

4505RTLLS ENABLING LEARNING AND ASSESSMENT (15 credits) 4506RTLLS THEORIES AND PRINCIPLES FOR PLANNING AND ENABLING LEARNING (15 credits) 4507RTLLS THE TEACHER, PROFESSIONALISM AND THE WIDER CONTEXT (15 credits)		
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Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

As this is a professional practice programme for teachers working within the Lifelong Learning sector, there is a substantial element of work based learning integral to each module.

Criteria for admission

Other

Candidates must be able to satisfy the LJMU and Centre admissions requirements in one of the following ways:

All students must be qualified to a minimum of a National Qualifications Framework level 3 (HE 0) or equivalent within their own subject area. In addition, it is strongly recommended that, for entrance onto any of the programmes within the suite described above, candidates also possess a G.C.S.E. grade C (or equivalent) qualification in Maths and English, or Key Skill Diagnostic Assessment at the college where they will be studying. This assessment will check levels of literacy, numeracy and ICT. All students must pass this assessment at a minimum of level 2 before being allowed to commence the initial threshold module - PTLLS. For those students who do not achieve a satisfactory result, support and guidance will be offered to enable each individual to develop the necessary skills for them to be able to re-sit the initial assessment again. Additionally, all students must ensure that a subject specialist mentor is identified prior to commencing the programme.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.