PROGRAMMES SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	• FdA Professional Education and Training: Compulsory Education Sector, *or* • FdA Professional Education and Training Exit awards: • Certificate of Higher Education in Education and Training – Compulsory Education Sector, *or* • Certificate of Higher Education in Education and Training
Award title	FdA Professional Education and Training: Compulsory Education Sector, *or* FdA Professional Education and Training
JACS 2 code	X300
UCAS code (to be completed by admissions)	
Relevant QAA subject benchmark statement/s	• QAA Foundation degree qualification benchmark (2010) • QAA Benchmark statements for Education Studies (2007)
Other external and internal reference points used to inform the programme outcomes	• QAA Framework for higher education qualifications in England, Wales and Northern Ireland • QAA Code of practice for the assurance of academic quality and

	standards in higher education
	- Credit and Qualifications Framework for Wales - Glyndŵr University's Academic Regulations - Glyndŵr University's Learning, Teaching and Assessment Strategy - Glyndŵr University's Assessment for Learning: Guiding principles for good practice - Glyndŵr University's Academic Quality Handbook
Mode/s of study *(p/t, f/t, distance learning)*	Part time
Language of study	English
Date at which the programme specification was written or revised	April 2012

Criteria for admission to the programmes

The programmes are intended to make a valuable contribution to lifelong learning by providing access to higher education for learners from different starting points, with different entry qualifications and with different career aspirations. This is in accordance with the University's policy on widening participation and equal opportunity.

Entry to the programmes will be in accordance with institutional requirements for undergraduate admission to a Foundation Degree, currently 120 UCAS points or equivalent.

A related NVQ Level 3 is also an accepted entry qualification. Although NVQ Level 3 qualifications are not included in the UCAS points calculator, they are generally considered to be equivalent to GCSE A Level.

Applicants are also required to have gained GCSE English **or** Welsh and Mathematics grade 'C' **or** minimum Level 2 in Literacy and Numeracy (entry via Access to Higher Education route), **or** equivalent.

However, applicants who do not present with formal qualifications will be considered on an individual basis with sector relevant work experience being taken into account.

Additional requirements
Due to the nature of the programmes, those applying for places need to provide evidence of paid employment within, or a voluntary commitment to, an educational and/or training setting, appropriate to their chosen programme of study, for a minimum of 150 hours per year (spread over a period of time which is agreeable to the Programme Leader). These arrangements

must be in place prior to entry onto the programmes. This is a compulsory element and entry to the programmes is dependent on satisfactory evidence of this (usually a letter from a senior member of staff at the participants' work place confirming that the setting supports their study by agreeing to provide the necessary learning opportunities for participants to meet the programme requirements, that they attend for a minimum of 150 hours per year - either on a voluntary or paid basis - and identifying a work-based mentor).

It is the responsibility of the student to arrange a suitable setting. However, should any student's employment be terminated or placement withdrawn during the programme, then they will be offered the support of our Placement Officer / Partnership Office, should they require it, to secure a suitable placement.

A further condition of entry is the requirement for applicants, if applicable to their work-based setting, to demonstrate that they hold a current enhanced Criminal Records Bureau (CRB) disclosure. This condition applies throughout the duration of the programme. Any change in circumstances or eligibility in relation to the enhanced CRB check must be communicated to the Programme Leader without delay. Should a student change employment/placement during the programme, a new enhanced CRB application (if applicable) would have to be made and it will be the student's responsibility to undertake this.

Accreditation of prior learning (AP(E)L) arrangements
Applications from those wishing to enter the programmes with prior learning and/or experience, at points other than the beginning will be considered on an individual basis in line with Glyndŵr University's AP(E)L procedures.

Aims of the programmes

The purpose of the programmes is to equip participants with an integrated approach to the theory and practice of education and training. Graduates will be informed about and engage with contemporary issues relating to education and training and will have key transferable skills.

The aims are therefore:

- To develop participants' knowledge and understanding of the processes and issues underpinning education and training

- To develop reflective practitioners who continuously challenge themselves to think critically

- To enable participants to critically analyse, debate and evaluate theory, philosophy, policy and political, social and economic ideologies

- To develop participants academically by engagement with evidence sources related to professional education and training practice

- To foster values, beliefs and attitudes that underpin, and are essential to, education and training in a variety of settings

- To empower participants to take ownership of their personal, professional and academic future through reflective practice

- To develop participants' pedagogical skills

- To enable participants to engage in a small-scale research project, set within the context of their work place, affording them the opportunity to deploy established methods of enquiry and analysis

- To apply the principles of evidence informed and ethical practice

- To equip participants with the skills to communicate in a variety of genres, for a range of purposes and audiences

- To equip participants with the numerical and ICT skills to support their own work and that of organisations.

Distinctive features of the programmes

Both programmes are designed for those currently in employment on a paid or voluntary basis. The curricula offer a strong inter-relationship between academic theory and practical application, through work-based and experiential learning. The knowledge and skills attained can be directly applied within the work environment.

With a government agenda focused upon employability, sustainability and competitive advantage in the global economy, the programmes will prepare participants for a broad range of education and training roles in a variety of settings. Industries, commercial organisations, agencies and public bodies value investment in learning, training and employee development; however, few have personnel with a qualification appropriate to the task of delivering it.

Designed together with local external partners involved in education and training, these programmes provide a coherent and responsive educational experience which equips participants with the graduate knowledge and skills applicable in a wide range of professional settings, e.g. the public and private sectors, cultural and heritage and education settings, (including compulsory **or** post-compulsory).

These programmes offer participants the opportunity:

- to gain credit for work-based learning;
- to complete a higher education qualification, whilst continuing in employment;
- to develop academic study skills;
- to develop an understanding of the expectations and potential of their role;
- to benefit from supported professional development and training that will enable them to undertake their role more effectively;
- for career development and progression;
- to gain from the vocational focus of the programme, exploring the links between theory and practice.

At each level, the programmes focus on developing participants' pedagogical skills, adding value to employability. The PDP process, embedded within the programmes and assessed at each level, encourages reflection and the application of theory to practice. It is aligned to employability and enterprise. At Level 5, the Research in Practice module has been designed to create a personalised learning experience for participants.

The programmes have been developed to be stand-alone qualifications or may lead to further study at Level 6 (BA (Hons) Professional Education and Training). FdA students may enter the BA programme at level 6 through Advanced Standing, subject to the University's AP(E)L procedure. The BA programme structure is appended (Appendix A, page 109) for the purpose of curriculum mapping.

The FdA Professional Education and Training: Compulsory Education Sector is particularly suited to those who are employed in settings which have a strong emphasis on working with schools across the sectors to enhance their curricula.

The FdA Professional Education and Training is particularly suited to those who work in settings which are concerned with the continuous professional development of their staff and organisational development.

The programme team has a wealth of experience and expertise across education sectors, in advisory roles, in research, resource development and in public and private organisational settings.

Programme structures and requirements, levels, modules, credits and awards

Programme structure
The programmes have a modular structure and are designed to be delivered part time, over two extended academic years in a format in which participants are required to pursue 120 credits per year.

In addition, students have the opportunity to attend tutorials with Academic Tutors, but these are not associated with gaining credit (please see Particular Support for Learning, page 41).

Potential entry and exit points and progression and award requirements for all awards, including exit awards
Only one entry point will be available annually (September) and study will continue through until July of each academic year. This has been deliberately scheduled to minimise disruption to employers, provide continuity for participants and align with the schools' academic year. Two modules will be taught per term, providing six modules per academic year.

In common with most degree schemes, the programme has been designed to allow students to exit intermediately. Awards are as follows:

Certificate of Higher Education in Education and Training - Compulsory Education Sector, **or**

Certificate of Higher Education in Education and Training,

following successful completion of 120 credits at Level 4.

FdA students may enter the BA programme at level 6 through Advanced Standing, subject to the University's AP(E)L procedure. The BA programme structure is appended (Appendix A, page 109) for the purpose of curriculum mapping.

In general terms the curriculum is structured on the following basis:

At Level 4 (Year 1), modules develop foundation-level skills and concepts, confidence in managing degree-level study, and set agendas for modules at Level 5. Students develop some detailed knowledge of key areas, are able to undertake limited forms of intellectual exploration, and acquire basic skills of presentation, argument, research and interpretation. Level 4 also offers opportunities for students to begin to apply theory to practice and reflect upon their own skills and ideas.

At Level 5 (Year 2), modules provide opportunities for consolidation and breadth, encouraging students to develop more questioning and self-reliant attitudes towards subject material. Modules at Level 5 enable students to gain deeper insights into key themes associated with education and training in its wider context, policies and pedagogy. Level 5 allows wider links with practice to be made, whilst examining how they, as a practitioner, can impact upon the provision offered.

The programmes have been designed to adopt the above criteria to integrate taught activities with the considerable learning that takes place in the work place. Assessment tasks are designed to develop and build upon a wide range of personal and professional skills, whilst reinforcing links between theory and practice. The assessment methods reflect the dynamics and diversity of education and training, on-going academic achievement, as well as embracing the need for evaluation and reflection throughout. Assessment criteria are informed by those developed by Glyndŵr University's Learning, Teaching and Assessment Strategy, Glyndŵr University's Assessment for Learning: Guiding principles for good practice and are also drawn from the extensive work undertaken by the HE Academy.

Diagram of the programmes

Please note:
- All modules have a credit rating of 20, equating to a notional 200 learning hours.
- ML = Module Leader.

Level	FdA PET Compulsory education sector: specialist modules	Common (core) modules - both programmes	FdA PET specialist modules
4		EDP409 - Study Skills and Reflective Practice (to inc PDP) *ML – Jane Bulkeley*	
4		EDP410 - Effective Education and Training Environments *ML – Judith Dalton-Morris*	
4	EDP415 - Pedagogical Theories *ML – Karen Rhys Jones*		EDP411 - Education Learning Theories *ML - Sue Horder*
4		EDP412 – Well Working, Safety and Safeguarding *ML – David Harrison*	
4		EDP413 – Language, Literacy and Communication in Practice *ML – Judith Dalton-Morris*	
4		EDP414 – ICT and Numeracy Development *ML – John Luker*	
5		EDP514 - Research in Practice *ML – Patrick Costello*	
5	EDP515 - The 3-19 Curriculum *ML – Jayne Osborne*		EDP516 - Teaching, Learning and Assessment Techniques *ML – John Luker*
5		EPC501 - Inclusive Practice *ML – Judith Dalton-Morris*	
5		EDP511 – Professional Accountability *ML – Karen Rhys Jones*	
5		EDP512 – Developing the Individual *ML – Sue Horder*	
5		EDP513 – Concepts of Coaching and Mentoring *ML – John Luker*	

Indicative delivery schedule

All students must be actively engaged in an education/training role in an appropriate setting as a significant amount of directed learning will take place in the workplace. The minimum requirement for workplace/work placement is 150 hours per annum (spread over a period of time which is agreeable to the Programme Leader). This is a compulsory element and entry to the programmes is dependent on satisfactory evidence of this (usually a letter from a senior member of staff at the participants' work place to confirm that the setting supports their study, that they attend for a minimum of 150 hours per academic year - either on a voluntary or paid basis - and to identify a mentor). A suitable placement must be secured prior to entry onto either programme. However, should any student's employment be terminated or placement withdrawn during the programme, then they will be offered the support of our Placement Officer / Partnership Office should they require it to secure a suitable placement. Directed learning will be specified in the taught modules. Individual module specifications indicate how teaching and learning are to be delivered.

For the taught part of the programme, participants will be required to attend Glyndŵr University one day per week, organised in two three hour sessions, across 12 weeks per term (may be subject to slight variation, depending on dates of statutory holidays).

Level 4		
	EDP409 - Study Skills and Reflective Practice	**EDP415 - Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
	EDP412 – Well Working, Safety and Safeguarding	**EDP413 – Language, Literacy and Communication in Practice**
	EDP410 - Effective Education and Training Environments	**EDP414 – ICT and Numeracy Development**
Level 5		
	EDP515 - The 3-19 Curriculum, *or* **EDP516 - Teaching, Learning and Assessment Techniques**	**EPC501 - Inclusive Practice**
	EDP511 – Professional Accountability	**EDP513 – Concepts of Coaching and Mentoring**
	EDP512 – Developing the Individual	**EDP514 - Research in Practice**

Please see detailed **indicative teaching schedule 2012-2013**, included as Appendix B, page 111.

Intended learning outcomes of the programme

These modular programmes operate in accordance with the Framework for higher education qualifications in England, Wales and Northern Ireland (2008), with clear differentiation between Certificate and Foundation Degree stages of the awards.

Intended learning outcomes FdA Professional Education and Training: Compulsory Education Sector

On completion of Level 4, students will be able to:

   (A) Knowledge and understanding

A1   Demonstrate knowledge of the underlying concepts and principles of education and training

A2   Begin to appreciate the complexities of the inter-relationship between educational theory, policy and practice

A3   Demonstrate knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process

A4   Show knowledge and understanding of education and/or learning theories and their application in a range of learning and teaching contexts

A5   Demonstrate knowledge and understanding of current issues in education and training associated with equity, diversity and inclusion

A6   Formulate their own values, beliefs and attitudes in relation to education and training

   (B) Intellectual skills

B1   Reflect on their own learning and progression relevant to their role in the workplace

B2   Locate and evaluate a range of issues and theoretical perspectives

B3   Compare and apply theories of learning and teaching in simulated activities

B4   Appraise, discuss and evaluate different viewpoints from colleagues

B5   Present different viewpoints and clear, carefully thought out arguments

   (C) Subject skills

C1   Engage with a range of relevant literature

C2   Present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements about basic theories and concepts

C3   Undertake and reflect upon observation of practice

C4   Apply basic theoretical/conceptual frameworks to practice

C5   Begin to reference work efficiently and effectively

(D) Practical, professional and employability skills

D1   Begin to take responsibility for own learning and time management and record evidence and improvement

D2   Discuss and develop professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships

D3   Operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs

D4   Plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences

D5   Observe and evaluate the practice of others in a simulated setting

D6   Use ICT skills to support their own work

D7   Demonstrate an awareness of contemporary issues relating to education and training in a range of contexts

....

On completion of Level 5, students will be able to:

(A) Knowledge and Understanding

A1   Demonstrate knowledge and critical understanding of the well-established principles of education and training and the development of those principles

A2   Evaluate and reflect upon the complexities of the inter-relationship between educational theory, policy and practice

A3   Demonstrate knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process

A4   Show knowledge and understanding of education and/or learning theories and their application in a range of learning and teaching contexts

A5   Demonstrate knowledge and understanding of current issues in education and training associated with equity, diversity and inclusion

A6   Evaluate, reflect upon and develop their own values, beliefs and attitudes in relation to education and training

A7   Understand the nature of action research and how to undertake it

(B) Intellectual skills

B1   Think reflectively and critically about their own learning and progression relevant to their own role in the workplace

B2   Predicate and analyse a range of issues and theoretical perspectives

B3   Analyse curriculum policy and theory

B4   Debate, reflect upon and evaluate different viewpoints from colleagues

B5   Present and justify different viewpoints

B6   Apply research methodology skills and ethical procedures within a small- scale, work-based action research project

B7   Analyse, interpret, evaluate, reflect upon and present data/findings from research

(C) Subject skills

C1   Engage with a range of relevant literature and develop knowledge and understanding of new principles

C2   Demonstrate knowledge of the main methods of enquiry and evaluate critically the appropriateness of different approaches to problem solving

C3   Reflect upon and evaluate curriculum policy and theory to simulated and work-based activities

C4   Apply theoretical/conceptual frameworks to practice

C5   Reference work efficiently and effectively

(D) Practical, professional and employability skills

D1   Take responsibility for planning, managing, reflecting upon and evaluating own learning, recording evidence of improvement

D2   Develop, practise and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships

D3   Operate in a range of varied and specific contexts, accepting responsibility for determining and achieving personal and/or group activities

D4   Plan, present, communicate and present information, ideas, problems and solutions in a variety of genres and for different purposes and audiences

D5   Use ICT skills to support their own work

D6   Demonstrate an understanding of contemporary issues relating to education and training in a range of contexts

D7   Undertake and present a small-scale, practice based research project

Intended learning outcomes FdA Professional Education and Training

On completion of Level 4, students will be able to:

(A) Knowledge and understanding

A1   Demonstrate knowledge of the underlying concepts and principles of education and training

A2   Begin to appreciate the complexities of the inter-relationship between educational theory, policy and practice

A3   Demonstrate knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process

A4   Show knowledge and understanding of education and/or learning theories and their application in a range of learning and teaching contexts

A5   Demonstrate knowledge and understanding of current issues in education and training associated with equity, diversity and inclusion

A6   Formulate their own values, beliefs and attitudes in relation to education and training

(B) Intellectual skills

B1   Reflect on their own learning and progression relevant to their role in the workplace

B2   Predicate and evaluate a range of issues and theoretical perspectives

B3   Compare and apply theories from learning and teaching in simulated activities

B4   Appreciate, discuss and evaluate different viewpoints from colleagues

B5   Present different viewpoints and clear, carefully thought out arguments

(C) Subject skills

C1   Engage with a range of relevant literature

C2   Present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements about basic theories and concepts

C3   Undertake and reflect upon observation of practice

C4   Apply basic theoretical/conceptual frameworks to practice

C5   Begin to reference work efficiently and effectively

(D) Practical, professional and employability skills

D1   Begin to take responsibility for own learning and time management and record evidence and improvement

D2   Discuss and develop professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships

D3   Operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs

D4   Plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences

D5   Observe and evaluate the practice of others in a simulated setting

D6   Use ICT skills to support their own work

D7   Demonstrate an awareness of contemporary issues relating to education and training in a range of contexts

....

On completion of Level 5, students will be able to:

(A) Knowledge and Understanding

A1   Demonstrate knowledge and critical understanding of the well-established principles of education and training and the development of those principles

A2   Evaluate and reflect upon the complexities of the inter-relationship between educational theory, policy and practice

A3   Demonstrate knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process

A4   Show knowledge and understanding of education and/or learning theories and their application in a range of learning and teaching contexts

A5   Demonstrate knowledge and understanding of current issues in education and training associated with equity, diversity and inclusion

A6   Evaluate, reflect upon and develop their own values, beliefs and attitudes in relation to education and training

A7   Understand the nature of action research and how to undertake it

(B) Intellectual skills

B1   Think reflectively and critically about their own learning and progression relevant to their

own role in the workplace

B2   Predicate and analyse a range of issues and theoretical perspectives

B3   Analyse, compare and apply learning, teaching and assessment theories in simulated and work-based activities

B4   Debate, reflect upon and evaluate different viewpoints from colleagues

B5   Present and justify different viewpoints

B6   Apply research methodology skills and ethical procedures within a small- scale, work-based action research project

B7   Analyse, interpret, evaluate, reflect upon and present data/findings from research

   (C) Subject skills

C1   Engage with a range of relevant literature and develop knowledge and understanding of new principles

C2   Demonstrate knowledge of the main methods of enquiry and evaluate critically the appropriateness of different approaches to problem solving

C3   Undertake, reflect upon and evaluate observation of practice to develop professional insight

C4   Apply theoretical/conceptual frameworks to practice

C5   Reference work efficiently and effectively

   (D) Practical, professional and employability skills

D1   Take responsibility for planning, managing, reflecting upon and evaluating own learning, recording evidence of improvement

D2   Develop, practise and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships

D3   Operate in a range of varied and specific contexts, accepting responsibility for determining and achieving personal and/or group activities

D4   Plan, present, communicate and present information, ideas, problems and solutions in a variety of genres and for different purposes and audiences

D5   Use ICT skills to support their own work

D6   Demonstrate an understanding of contemporary issues relating to education and training in a range of contexts

D7   Undertake and present a small-scale, practice based research project

....

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Matrix 1: FdA Professional Education and Training: Compulsory Education Sector

Learning outcomes:
A Knowledge and understanding
B Intellectual skills
C Subject skills
D Practical, professional and employability skills

Level 4

Module Title	Core/ Opt	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
Study Skills and Reflective Practice	C						*	*	*		*	*	*	*			*	*	*		*		*	
Effective Education and Training Environments	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*
Pedagogical Theories	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*			*
Well Working, Safety and Safeguarding	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*					*
Language, Literacy and Communication in Practice	C	*						*				*	*	*	*	*		*	*	*	*	*	*	
ICT and Numeracy Skills Development	C	*						*				*		*		*		*	*	*	*		*	

Level 5																													
Module Title	Core/ Opt	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7	
Research in Practice	C	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*	*		*	
The 3-19 Curriculum	C	*	*	*	*	*	*		*		*	*	*			*		*	*		*	*	*	*	*	*		
Inclusive Practice	C	*	*	*	*	*	*		*	*		*	*			*			*			*	*	*	*	*		
Professional Accountability	C	*	*	*		*	*		*	*		*	*			*			*		*	*	*	*	*	*		
Developing the Individual	C	*	*	*	*	*	*		*	*		*	*			*			*			*	*	*	*	*		
Concepts of Coaching and Mentoring	C	*	*	*	*	*	*		*	*		*	*			*						*		*	*	*		

Matrix 2: FdA Professional Education and Training

		Learning outcomes: A Knowledge and understanding B Intellectual skills C Subject skills D Practical, professional and employability skills																											
Level 4																													
Module Title	Core/ Opt	A1	A2	A3	A4	A5	A6		B1	B2	B3	B4	B5			C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	
Study Skills and Reflective Practice	C						*		*	*		*	*			*	*			*	*	*		*		*		
Effective Education and Training Environments	C	*	*	*	*	*	*		*	*	*	*	*			*	*	*	*		*	*	*	*	*	*	*	
Educational Learning Theories	C	*	*	*	*	*	*		*	*	*	*	*			*	*	*	*		*	*	*	*	*	*	*	
Well Working, Safety and Safeguarding	C	*	*	*	*	*	*		*	*	*	*	*			*	*	*	*	*	*	*					*	
Language, Literacy and Communication in Practice	C	*							*				*			*	*	*	*		*	*	*	*	*	*		
ICT and Numeracy Skills Development	C	*							*				*				*		*		*	*	*	*		*		

Level 5																											
Module Title	Core/ Opt	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
Research in Practice	C	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*	*	*	*	*
Teaching, Learning and Assessment Techniques	C	*	*	*	*	*	*		*	*	*	*	*			*	*	*	*			*	*	*	*	*	
Inclusive Practice	C	*	*	*	*	*	*		*	*	*	*	*			*		*	*			*	*	*	*	*	
Professional Accountability	C	*	*	*		*	*		*	*		*	*			*		*	*		*	*	*	*	*	*	
Developing the Individual	C	*	*	*	*	*	*		*	*	*	*	*			*		*	*			*	*	*	*	*	
Concepts of Coaching and Mentoring	C	*	*	*	*	*	*		*	*		*	*			*						*		*		*	

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Learning and teaching strategies
In accordance with sound educational research and current best practice, the programmes will be delivered through a broad range of learning and teaching strategies, reflecting the diversity of content and methodology that professionals in education and training engage with and practice. The delivery of the programme and its assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy and Assessment for Learning: Guiding principles for good practice.

A learner-centred approach will be adopted which reflects Glyndŵr University's core values to promote respect of the individual within the context of the development of a community of learning. Students will benefit from a variety of learning and teaching strategies which will be chosen to best suit a range of learning needs, enhanced by the use of technology where and when appropriate. Methods of delivery will be aimed at achieving the acquisition of relevant knowledge and understanding in order to develop an informed insight into current practice.
Learning and teaching strategies in formal sessions will include lectures, seminars, workshops, discussions, debates, role-play, individual and group tutorials, case studies, problem-based learning, visiting speakers/external partners, guided reflection and independent study. Additionally, Moodle VLE will be used for interactive activities, forums and discussion groups.   An email address is provided on enrolment to enhance communication between tutors, mentors and participants.

Students will be encouraged to develop their observational skills and to analyse their own practice and that of others. Much learning will take place in the workplace and the theoretical perspectives explored in taught sessions will enable students to reflect upon, share and apply their experiences in the workplace and relate this to current thinking. Their learning in the workplace will be enhanced by a mentor who will support and help to manage the tasks the students have to undertake within the context of the taught modules. The programmes are planned as coherent learning processes and the relationship between modules will be highlighted.

Delivery will be interactive, reflective and draw upon the work based experiences of the participants. Peer group collaborative learning and peer review will also form part of the social constructivist approach to the modules. Throughout both programmes, students will be encouraged to reflect critically; to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own, informed conclusions. They will evaluate the ways in which knowledge and understanding, developed through the different modules, may be linked to practice in their setting. They will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation, particularly at level five. The learning and teaching experience, both theoretically and practically, will offer a range of opportunities to develop the skills of the reflective practitioner, a theme which is integral throughout all modules within the programmes. Further, these programmes encourage personal development including becoming an independent learner, a self-starter and someone who is prepared to lead others and work on their own initiative.

To model and simulate practice, participants will have access to appropriate learning resources, e.g. accommodation/teaching rooms with interactive white boards (IWB), access to display boards, specialist ICT suites and specialist rooms for practical workshops.

Welsh Medium Provision

Both programmes will be delivered through the medium of English. However, Welsh speakers can request to submit work for assessment through the medium of Welsh (please see **Welsh Medium** and **Assessment** sections on page 30).

The work-based learning statement

Work based learning (WBL) is a necessary attribute of Foundation Degrees. Participants will be in employment either in a paid or voluntary capacity within an appropriate environment (at least 150 hours per annum). The students' setting manager will have sanctioned their employees' involvement in the programme, agreed to provide the necessary learning opportunities for participants to meet the programme requirements and will have identified a work based mentor who will support the participant whilst on the programme. The mentors will be provided with training opportunities in line with the current practice of the Department of Education. This will to enable them to carry out their role effectively. The Department of Education has a well-established partnership role with a range of settings and is well versed in liaison with work-based placements and quality assurance. The partnership office is central to this process.

The role of the mentor is to act as a critical friend who will be able to:

1.   provide general support and advice;

2.   facilitate access to appropriate documentation;

3.   support the student in achieving the directed study tasks;

4.   help with basic time management.

Mentors will not be involved in the assessment of modules but it is anticipated that the supportive nature of the role will facilitate a better understanding for students of the relationship between theory and practice. It is anticipated that the mentor's role will be taken up by a member of the management team or a senior colleague with appropriate managerial experience. The roles, training and induction of these colleagues who will support the student in their workplace is explained in the Mentors' Handbook and in the Programme Handbook. Representatives from the body of workplace mentors will be invited to attend the Programme Board meetings in order to ensure that work-based issues are raised and dealt with appropriately.

The work-based learning will equip students with the knowledge, skills and understanding required for their present and future employment, satisfying their needs as employees as well as the needs of partner organisations and employers. The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA) Section 9: Work-based and placement learning defines WBL as follows:

Work-based learning is learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is

usually achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, at its core, activities designed around the individual's occupation.

The programmes are predicated on work-based learning, integrated with employment activities and work-based assessment. Running throughout both years, all the modules will support students in developing opportunities to demonstrate the application of the learning outcomes of the modules in the workplace.

Students undertaking work-based learning that may involve children, young people and vulnerable adults will be required to provide evidence of an enhanced Criminal Records Bureau check upon entry to the programme. Responsibility for maintaining the currency of an enhanced CRB disclosure, relevant to the work place, lies with the individual student who is also responsible for informing the programme leader should there be any change in entitlement to an enhanced CRB check. Safeguarding of children and vulnerable adults, ethical issues such as confidentiality and appropriate communications will be included in taught programme content across a range of modules to ensure students understand their legal obligations and responsibilities in the workplace.

If for any reason a cause for concern regarding a student's conduct is raised in the workplace, the employer's procedures and the student's contract of employment will define any possible actions. Where the student's conduct is a concern outside of the work-place and relates to their studies at Glyndŵr University, they will be subject to the university regulations relating to student conduct.

Welsh Medium

Although the programmes are mainly delivered through the medium of English, Welsh speakers may request to submit assignments through the medium of Welsh (please see Assessment strategies below).

In Welsh-speaking work settings, Welsh-speaking Liaison Tutors may also be requested by students and the Placement Office will endeavour to secure these, subject to availability.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies
The assessment strategies for the programmes have been informed by the QAA Code of practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students (September 2006), the Credit and Qualification Framework for Wales, Glyndŵr University's document Assessment for Learning: Guiding principles for good practice (October 2009), Glyndŵr University's Learning, Teaching and Assessment Strategy and Glyndŵr University's Academic Regulations.

The broad range of assessment strategies (identified and matched to modules in the overview of assessment strategies on page 33) will include a variety of formal, informal, formative and summative methods, all designed to enable the student to achieve the module learning outcomes, enhancing learning within and across modules and embrace inclusivity

and diversity of student competencies. In particular, the assessments will enable theory to inform practice and be an opportunity to synthesise information and ideas from many sources.   Methods include case studies, problem solving, VLE and computer-based assessment, direct observation with planning, reflection and evaluation (microteaching), essays, reflective reports, portfolios, presentations, collaborative group projects and research projects. Assessment requirements for each module are detailed in the matrix on page 34.

Each assessment is integral to the development of the individual student and progressive in the sense that when accumulated, the graduate is able to identify and evaluate the coherent learning experience. Therefore, all assessments must be undertaken and where module assessments are in two parts, both parts must be submitted to satisfactorily complete the module and gain credit.

Participants will be informed of assessment requirements by tutors in the Module Handbooks at the commencement of the module. At the time the assessment task is presented, assessment criteria will be clearly communicated to students, together with the weighting of each criterion, to ensure transparency. Module Leaders will carefully devise the matrix to reflect the learning outcomes of the module to be met and the method/s of assessment. Generic criteria applied to all module assessments will encourage critical reading of relevant literature and research, analysis and reflection and enable students to draw upon and evaluate their personal and work-based experiences, where appropriate, linking theory to practice. Work will be assessed against each criterion and will be graded in accordance with Glyndŵr University's regulations for undergraduate study.   Formal assessments will be supported by Directed Study Tasks through the modules.   Students may submit assessments in Welsh if they wish. These will be marked by an appropriate tutor and feedback will be provided through the medium of Welsh.

It is anticipated that external partners will contribute to the assessment/feedback of some modules, working alongside the Module Leader.

Verbal and/or written feedback and feed forward will be timely, appropriate and constructive to enable students to develop personally, professionally and academically.   Areas of strength and those for development will be identified against the assessment criteria and 'closing the gap' comments offered to guide students in their learning and progress. To follow up and follow through further, individual students may request tutorials from module tutors.

Second marking offers tutors the opportunity to confirm their interpretation of the criteria. External Examiners will sample work from modules at levels 4 and 5, enabling them to scrutinise the fairness of the marking and to make appropriate recommendations where necessary.

Every effort will be made to ensure that the scheduling of assessments is evenly distributed; however, with a modular framework 'hot spots' can occur. By varying the assessment tasks and ensuring the assessment is central to the learning experience, it is possible to stagger the process. Students will be provided with an assessment schedule at the beginning of each year to assist with their time management.   Personal organisation and time

management are elements within the study skills module at level 4. The proposed timetable for assessment submission for Year 1/Level 4 2012/13 may be referred to on page 36.

An integral part of the programme is to encourage engagement with and a working knowledge of a range of ethical issues including confidentiality, objectivity, inclusivity and anti-discriminatory practice. Therefore students must recognise and evidence the respect for the protection of individuals, work placements and their anonymity.

Overview of module assessment strategies though the programmes

Modules	Assessment strategies: **CS/PS** – Case study/Problem solving **CBA** – Computer-based assessment **DO** – Direct observation with planning, reflection and evaluation **E/RR** – Essay/ Reflective report **P** – Portfolio (includes PDP) **PP** – Poster presentation **Pr/Pr** – Projects/presentation (individual/group) **R** - Research							
Level 4	**CS/PS**	**CBA**	**DO**	**E/RR**	**P**	**PP**	**Pr/Pr**	**R**
Core modules (both programmes)								
Study Skills and Reflective Practice				A2*	A1*			
Effective Education and Training Environments				A2*			A1	
Well Working, Safety and Safeguarding	A2	A1						
Language, Literacy and Communication in Practice					A1		A2	
ICT and Numeracy Skills Development	A1			A2*				
Specialist module: FdA PET: Compulsory Education Sector								
Pedagogical Theories			A1*/A2*					
Specialist module: FdA PET								
Educational Learning Theories			A1*/A2*					
Level 5	**CS/PS**	**CBA**	**DO**	**E/RR**	**P**	**PP**	**Pr/Pr**	**R**
Core modules (both programmes)								
Research in Practice								A1
Inclusive Practice				A1				
Professional Accountability				A1			A2*	
Developing the Individual	A2			A1				
Concepts of Coaching and Mentoring				A1*				
Specialist module: FdA PET: Compulsory Education Sector								
The 3-19 Curriculum						A1		
Specialist module: FdA PET								
Teaching, Learning and Assessment Techniques			A1*					

NB In some modules, assessment is in two parts. Parts have therefore been indicated as Assessment 1 (A1) and Assessment 2 (A2).

* Denotes where the assessment demands evidence of reflective skills.

Overview of module assessments through the programmes

Modules	Assessment	Weighting
Level 4 core modules		
Study Skills and Reflective Practice	Professional Portfolio (PDP)	40%
	Reflective and evaluative report	60%
Effective Education and Training Environments	Group display and presentation	85%
	Reflective log	15%
Well Working, Safety and Safeguarding	On-line assessment	40%
	Report based on fictional establishment that plans for the holistic safety and wellbeing of participants	60%
Language, Literacy and Communication in Practice	Portfolio – series of three selected writing tasks, for a variety of purposes and audiences	60%
	Presentation which communicates an aspect of the portfolio above	40%
ICT and Numeracy Skills Development	Prepare and present, using ICT, an interactive resource to be used in the application of number	40%
	Reflective and evaluative written assignment on own development of ICT and number skills	60%
Level 4 specialist module: FdA PET: Compulsory Education Sector		
Pedagogical Theories	Micro-teaching session with accompanying file of evidence	100%
Level 4 specialist module: FdA PET		
Educational Learning Theories	Rationale, microteaching and reflective evaluation	60%
	Observation and evaluation of peers	40%
Level 5 core modules		
Research in Practice	Practice-based action research project	100%
Inclusive Practice	Analytical report of inclusive learning within a defined context.	100%
Professional Accountability	Essay discussing how they aim to develop as a professional in the placement setting	50%
	Peer-assessed post placement presentation and short reflective report of professional accountability	50%

Developing the Individual	Written assignment reflecting the learning outcomes Training Needs Analysis	75% 25%
Concepts of Coaching and Mentoring	Reflective written assignment demonstrating understanding of a coaching and mentoring culture	100%
Level 5 specialist module: FdA PET: Compulsory Education Sector		
The 3-19 Curriculum	Written presentation	100%
Level 5 specialist module: FdA PET		
Teaching, Learning and Assessment Techniques	Micro-teaching session with accompanying file of evidence	100%

Proposed assessment calendar 2012-2013

Year 1 (Level 4)

Wk	Wk/bg	Module	Assessment
8	17/09/12	**Induction Week**	
9	24/09/12		
10	01/10/12		
11	08/10/12		
12	15/10/12		
13	22/10/12		
14	29/10/12	**Reading/tutorial week**	
15	05/11/12	EDP409 - Study Skills and Reflective Practice	Reflective self-evaluation (60%)
16	12/11/12		
17	19/11/12		
18	26/11/12		
19	03/12/12		
20	10/12/12	Pedagogical Theories *or* EDP 411 - Education Learning Theories	Microteach and accompanying file of evidence (100%) Planning/microteaching (60%) Observation/evaluation (40%)
21	17/12/12		
22	24/12/12	**Christmas Vacation**	
23	31/12/12		
24	07/01/13		
25	14/01/13		
26	21/01/13	EDP 412 – Well Working, Safety and Safeguarding	On-line test (10%)
27	28/01/13		
28	04/02/13	EDP 412 – Well Working, Safety and Safeguarding EDP413 – Language, Literacy and Communication in Practice	On-line test (10%) Written assessment 1 (20%)
29	11/02/13	**Reading/tutorial week**	
30	18/02/13		
31	25/02/13	EDP 412 – Well Working, Safety and Safeguarding	On-line test (10%)
32	04/03/13	EDP413 – Language, Literacy and Communication in Practice	Written assessment 2 (20%)
33	11/03/13	EDP 412 – Well Working, Safety and Safeguarding	On-line test (10%)
34	18/03/13		
35	25/03/13	**Easter Vacation**	
36	01/04/13		
37	08/04/13	EDP 412 – Well Working, Safety and Safeguarding EDP413 – Language, Literacy and Communication in Practice	Report (60%) Written assessment 3 (20%) Presentation (40%)
38	15/04/13		
39	22/04/13		

40	29/04/13	EDP409 - Study Skills and Reflective Practice	Professional portfolio (40%)
41	06/05/13		
42	13/05/13	EDP 414 – ICT and Numeracy Development	Presentation of interactive resource (40%)
43	20/05/13		
44	27/05/13	**Reading/tutorial week**	
45	03/06/13		
46	10/06/13		
47	17/06/13		
48	24/06/13		
49	01/07/13	EDP410 - Effective Education and Training Environments EDP 414 – ICT and Numeracy Development	Group presentation (85%) and reflective log (15%) Reflective essay (60%)
50	08/07/13		

Assessment regulations that apply to the programme

The regulations for Bachelor Degrees, Diplomas and Certificates and Foundation Degrees apply to this programme.

There is no request for derogations from regulations.

All assessments lead to the gaining of credits.

Programme Management

Programme Team
Judith Dalton-Morris – Programme Leader/Module Leader
John Luker – Assistant Programme Leader/Module Leader
Professor Patrick Costello – Module Leader
Jane Bulkeley – Module Leader
Dr David Harrison – Module Leader
Emma Constantine – Module Tutor
Sue Horder – Module Leader
Karen Rhys-Jones – Module Leader
Jayne Osborne – Module Leader
Kevin Hughes – Placement Officer

Further, it is anticipated that the Programmes Team may utilise the expertise of appropriately qualified sessional lecturers and guest speakers as required, including professional partners, to enhance the programmes. The Programme Leader will seek approval from the appropriate authorities for any sessional appointments.

Copies of Curriculum Vitae for academic members are available electronically.

Quality Management Arrangements
The programmes comply with the policies and procedures laid down for the validation and quality assurance of programmes by Glyndŵr University. In addition, the programmes team is cognisant of the QAA Codes of Practice, the Framework for HE Qualifications and the Credit and Qualification Framework for Wales, all of which have been considered during the design of the programmes.

The **Programme Leader** has responsibility for the administration, co-ordination, monitoring and review of the programme. This includes:

- The overall design, preparation, management, development and review of the curricula and programmes portfolio;
- Timetabling of the programmes;
- Appointment of, liaison with and reporting to external examiners;
- Provision of support to sustain and enhance the quality of provision;
- Student tracking and the management of student experience and feedback;
- Collation of assessment data and its presentation at assessment boards;

- Quality assurance and annual monitoring procedures, in collaboration with the programmes team;
- Liaison with other Programme Leaders to ensure comparability of standards across programmes;
- Co-ordination of admissions and recruitment.

The Programme Leader has responsibility for admissions supported by the team. All are engaged throughout the year in open day events, interviewing applicants and advising students.

The **Assistant Programme Leader** has responsibility for:

- Promoting partnerships with, liaison, communication, management and co-ordination between the Glyndŵr University team and work-based settings;
- Marketing activities.

Module Leaders are responsible for:

- Advising on design and periodic development of the module(s);
- Compilation of module handbooks;
- A detailed scheme of work to include both the taught and self-study components of the module, to enable learning outcomes to be met and according to the module specification(s);
- Briefings and criteria for the assessment of modules, according to the module specification(s);
- Recording achievements and module reports based on student feedback and the statistical analysis of results;
- Maintaining records of lecture plans and evaluations;
- Liaison with the appropriate External Examiner(s).

Students are responsible for:

- managing their time effectively to enable them to carry out required coursework/assignments to appropriate deadlines;
- attending lectures in line with their designated timetable and workplace settings;
- informing the programme leader or their nominee within a reasonable timescale, of any absence;
- ensuring the University's procedures are followed when submitting a case for Extenuating Circumstances prior to deadline(s);
- evaluating the quality of the programme periodically;
- selecting representative(s) students for Staff-Student Consultative Committees and for those representatives to attend meetings as required;
- meeting with Academic Tutors as required;
- keeping all evidence of completed coursework securely until the course has formally ended and been examined by the external examiners and verified by the appropriate Assessment Boards.

Feedback on programme delivery, quality and fitness will come from a range of stakeholders, including students, staff and partners, through meetings, written and verbal feedback, quality assurance questionnaires and the National Student Survey (NSS). The programmes team value and take seriously any feedback given, whether this is from within course teams, students, partners, employers, external agencies or external examiners.

External Examiners will scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Glyndŵr University are comparable with similar programmes elsewhere. They will scrutinise a selection and range of work from modules, offer feedback and exchange examples of good practice, in addition to attending the Assessment Boards as required.

The Assessment and Award Board will meet three times annually (February/June/September) to consider the assessment results and feedback from External Examiners on the progress and development of the programme.

On a professional level, the team is aware of the importance of self-evaluation and review in ensuring the development and quality of the programmes. In addition to the usual planning, delivery, review cycle undertaken by tutors as a part of their continuous practice, participants will have the opportunity to contribute to the evaluation of their programme through various mechanisms.   Some will be informal: the continuous discussions between module tutors, between tutors and participants and between tutors and external partners in the programme. More formally, student opinion will be canvassed for each module and tutors will engage in peer observation to inform reflective practice and professional development.

In addition, Staff/Student Consultative Committees (SSCC) will be set up for each year group and meetings held through the year, affording participants the same opportunities as peers on other undergraduate programmes. Each cohort will be assigned a year tutor who will arrange for the election of student representatives and convene staff student consultative committee meetings for their year. This will be an opportunity to discuss various issues relating to the programme and wider University matters. Minutes of these meetings, the actions to be taken and how they are addressed will be publicised on the VLE, giving access to all participants linked to the programme.

Feedback and responses from participants, module tutors, external examiners and external partners will inform the review and development of the programmes, ensuring quality of curricula content, delivery and fitness. All feedback will be incorporated into the Annual Monitoring Report (AMR) processes, which is addressed through the University's internal review system. Student representatives from all cohorts will be invited to participate. This provides the opportunity for an evaluation of all programme components and will inform the programmes' development plans in which priorities can be identified and addressed.

Research and Scholarship Activity

Research is co-ordinated by Professor Patrick Costello. It is promoted and monitored by the Centre for Pedagogical Research and Scholarship, whose team comprises experienced

researchers from a range of educational disciplines. The programmes team consider it essential that research should underpin the curriculum. Knowledge and expertise gained through research and scholarship activity informs tutor's planning and is disseminated through seminars, teaching and via the University's VLE.

The Department of Education Annual Research and Scholarship Report 2010-2011 is available electronically and gives details of relevant recent research and scholarship activity.

Particular support for learning

An important aim of the programmes is to develop reflective practitioners who continuously challenge themselves to think about the processes and issues involved in effective and successful education and training.

All participants will be assigned an Academic Tutor, who will oversee their progress through the programmes. The tutor will hold individual and/or small group tutorials across the academic year. The purpose of this consultation process is to monitor, discuss and review students' progress through the programmes, encouraging reflection and dialogue and to ensure target setting is focused, developmental and strategic. This enables participants to enhance their professional and academic practice and provides longitudinal continuity for students ensuring they have a cohesive learning experience. Professional Development Plans are a feature of the programmes and are assessed at each level. The Academic Tutor will also be responsible for providing references/confidential reports for current and/or prospective employers.

The programmes' VLE will enhance communication between participants and tutors and offer support materials and resources to enhance lectures and private study. Further, the VLE will offer a platform for participants to engage in critical discourse and sharing of experiences.

The University library has subject specific texts already in place (Level 4 texts purchased September 2011 in preparation for the implementation of the BA (Hons) Professional Education and Training) and access is available to electronic resources and journals (Athens).

The programmes will benefit from the University's centralised services of undergraduate studies, provided by the Student and Programmes Centre.

The programmes can be delivered within existing accommodation.

Induction

It is widely recognised that students enter university from a variety of backgrounds and broad range of experiences and whether studying full time or part time need to be supported through this transition. Most issues are practical in nature but may be related to both social and academic concerns. The induction for these programmes is designed to address these areas. Students are strongly encouraged to attend the induction day so that they can begin the process of integration socially and academically.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities policy in compliance with the Equality Act 2010 legislation. The University and Department of Education warmly welcomes and supports students with disabilities. Curriculum accessibility forms an essential part of programmes/module design and review.

Additional support will be offered to participants with additional learning needs arising from a disability and/or special learning differences. Where appropriate specialist support is made available by staff within the Learning Support Suite. Study skills support will be provided by the programme team, together with specialists from the library and information centres when required.

Appendix A

BA (Hons) Professional Education and Training - programme structure

Level 4			
Module code	Module title	Module Leader	Credit rating
	Study Skills and Reflective Practice	Jane Bulkeley	20
	Effective Education and Training Environments	Judith Morris	20
	Educational Learning Theories	Sue Horder	20
	Well Working, Safety and Safeguarding	David Harrison	20
	Language, Literacy and Communication in Practice	Emma Constantine	20
	ICT and Numeracy Skills Development	John Luker	20

Level 5			
Module code	Module title	Module Leader	Credit rating
	Research Methods: Theory and Practice	Patrick Costello	20
	Placement for Professional Development*	Jayne Osborne	20
	Inclusive Practice	Judith Morris	20
	Professional Accountability	Karen Rhys-Jones	20
	Developing the Individual	Sue Horder	20
	Concepts of Coaching and Mentoring	John Luker	20

Level 6			
Module code	Module title	Module Leader	Credit rating
	Action Research Project and Placement	Jane Bulkeley	40
	Learning and Teaching in the Lifelong Learning Sector	Allison O'Sullivan	20
	Event Management and Organisation	John Luker	20
	Negotiated Study	Sue Horder	20
	Innovation, Creativity and Entrepreneurship	David Harrison	20

Appendix B

Indicative teaching schedule 2012-2013

Indicative teaching schedule 2012-2013

Year 1 (Level 4)

Week	Wk/bg	Module 2 – 5pm	Module 5.30 – 8.30pm
8	17/09/12	**Induction Week**	
9	24/09/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
10	01/10/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
11	08/10/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
12	15/10/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
13	22/10/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
14	29/10/12	**Reading/tutorial week**	
15	05/11/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
16	12/11/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
17	19/11/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
18	26/11/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
19	03/12/12	**EDP409 - Study Skills and Reflective Practice**	**Pedagogical Theories,** *or* **EDP 411 - Education Learning Theories**
20	10/12/12	**Assessment point**	
21	17/12/12		
22	24/12/12	**Christmas Vacation**	
23	31/12/12		
24	07/01/13	**EDP 412 – Well Working, Safety and Safeguarding**	**EDP413 – Language, Literacy and Communication in Practice**
25	14/01/13	**EDP 412 – Well Working, Safety and Safeguarding**	**EDP413 – Language, Literacy and Communication in Practice**
26	21/01/13	**EDP 412 – Well Working, Safety and Safeguarding**	**EDP413 – Language, Literacy and Communication in Practice**
27	28/01/13	**EDP 412 – Well Working, Safety and Safeguarding**	**EDP413 – Language, Literacy and Communication in Practice**
28	04/02/13	**EDP 412 – Well Working, Safety and Safeguarding**	**EDP413 – Language, Literacy and Communication in Practice**
29	11/02/13	**Reading/tutorial week**	
30	18/02/13	**EDP 412 – Well Working, Safety and Safeguarding**	**EDP413 – Language, Literacy and Communication in Practice**

31	25/02/13	EDP 412 – Well Working, Safety and Safeguarding	EDP413 – Language, Literacy and Communication in Practice
32	04/03/13	EDP 412 – Well Working, Safety and Safeguarding	EDP413 – Language, Literacy and Communication in Practice
33	11/03/13	EDP 412 – Well Working, Safety and Safeguarding	EDP413 – Language, Literacy and Communication in Practice
34	18/03/13	EDP 412 – Well Working, Safety and Safeguarding	EDP413 – Language, Literacy and Communication in Practice
35	25/03/13	Easter Vacation	
36	01/04/13		
37	08/04/13	Assessment point	
38	15/04/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
39	22/04/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
40	29/04/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
41	06/05/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
42	13/05/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
43	20/05/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
44	27/05/13	Reading/tutorial week	
45	03/06/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
46	10/06/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
47	17/06/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
48	24/06/13	EDP410 - Effective Education and Training Environments	EDP 414 – ICT and Numeracy Development
49	01/07/13	Assessment point	
50	08/07/13		