PROGRAMME 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	• BA (Hons) Professional Education and Training Exit Awards: • BA (Ordinary) Professional Education and Training • Diploma of HE in Professional Education and Training • Certificate of HE in Education and Training
Award title	BA (Hons) Professional Education and Training
JACS 2 code	X300
UCAS code (to be completed by admissions)	XN36
Relevant QAA subject benchmark statement/s	Education Studies
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)*	Full time
Language of study	English with a proportion being available in Welsh
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

Entry to the programme will be in accordance with institutional requirements for undergraduate admissions. Due to the vocational nature of the programme, applicants will need to demonstrate a commitment to work in an education or training setting. This can be established by proving appropriate academic achievement. In addition, the selection process will focus on candidates' written application, their communication skills and their references.

The programme is open to participants who successfully meet the following criteria for admission:

- 240 UCAS points **or** equivalent, **and**
- GCSE English **or** Welsh and Mathematics – minimum grade 'C' *or* minimum Level 2 in Literacy and Numeracy (entry via Access to Higher Education route), **or** equivalent

For applicants without formal qualifications, work experience in appropriate areas will be considered on an individual basis.

Before applicants are offered an unconditional place on this degree they will be required to complete a Criminal Records Bureau check, to confirm their suitability for working with children, young people and vulnerable adults.

Accreditation of prior learning (AP(E)L) arrangements
Applications from those wishing to enter the programme 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 programme

The purpose of the programme is to equip participants with an integrated approach to the theory and practice of education and training. Graduates will be critically informed about and engaged with contemporary issues relating to education and training and they will have key transferable skills, preparing them for employment in a range of settings.

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 provide participants with work-based experience in different settings, so they develop their understanding of diverse education and training contexts and perspectives
- To enable participants to engage in a research project, set within the context of a work-based placement, 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
- To enable participants to engage in the planning, preparation, organisation, management, delivery and evaluation of education and training events.

Distinctive features of the programme

Designed together with local external partners involved in education and training, this programme provides a coherent and responsive educational experience which will equip participants with the graduate knowledge and skills to work in a wide range of professional settings. The curriculum offers a strong inter-relationship between academic theory and practical application through work-based and experiential learning.

The programme includes opportunities for placements in the public and private sectors, cultural and heritage and education settings. With a government agenda focused upon employability, sustainability and competitive advantage in the global economy, the programme will prepare participants for a broad range of careers in a variety of settings. Most industries, commercial organisations, agencies and public bodies offer training to their workforce; however, few have employees with a qualification appropriate to the task of delivering it.

At each level, the programme focuses on developing participants' pedagogical skills, adding value to employability.

The PDP process, embedded within the programme and assessed at each level, encourages reflection and the application of theory to practice. It is aligned to employability and enterprise.

At Level 6, the Negotiated Study module has been designed to create a personalised learning experience for participants.

The Professional Education and Training programme has been developed to be a stand-alone qualification. Further, it provides opportunities to progress to post-graduate study, such as the MA Education or Professional Graduate Certificate in Education (PGCE in the post-compulsory sector). It is anticipated that the programme will grow to offer opportunities for future participants in employment to study on a part-time basis, which is a development our external partners are keen to support.

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 programme has been designed to be delivered full time, for a minimum of three and maximum of five years, in a format in which participants are required to pursue 120 credits per academic year.

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 Levels 5 and 6. 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.

At Level 6 (Year 3), modules explore more complex and challenging concepts. Students are encouraged to develop both depth and specialisation at an advanced level. Modules further encourage individual self-reliance, independent thought and judgement, skills in research and detailed exploration, professional levels of presentation and the ability to discriminate and argue for or against high level interpretations and approaches from academics and practitioners in the subject field. Level 6 (Honours) provides practice as a research base, encouraging individuals to analyse coherence between policy and practice.

All modules are core at all levels.

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	Lynton Jones	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

*Indicates work-based placement modules.

Indicative delivery schedule

Level 4:

Semester 1	Semester 2
Study Skills and Reflective Practice	Effective Education and Training Environments
Educational Learning Theories	
Well Working, Safety and Safeguarding	
Language, Literacy and Communication in Practice	
ICT and Numeracy Skills Development	

Level 5:

Semester 1		Semester 2
Coaching and Mentoring	Placement for Professional Development	Research Methods: Theory and Practice
Inclusive Practice		Inclusive Practice
Professional Accountability		Professional Accountability
Developing the Individual		Developing the Individual

Level 6:

Semester 1		Semester 2
Action Research Project and Placement		Negotiated Study
Event Management and Organisation		
	Learning and Teaching in the Lifelong Learning Sector	
Innovation, Creativity and Entrepreneurship		

For the taught part of the programme, students can expect to attend University for an average of three days per week across the academic year. It is anticipated that the modules at each level (including placements at levels 5 and 6) will be delivered within a twenty-four week teaching cycle.

Attendance at work-based placements is compulsory as this drives the satisfactory completion of modules at Levels 5 and 6. At Level 5, time at work-based placement is sixteen days (100 hours, four days per week across four consecutive block weeks, end Semester 1/beginning Semester 2). At Level 6, time at work-based placements is twenty days (120 hours, two days per week for ten weeks in Semester 1). At Level 5, the placement is a 20 credit module and is assessed via a PDP and a managed meeting. At Level 6, the placement is part of a 40 credit module and is assessed via a work-based research article.

Potential entry and exit points and progression and award requirements for all awards, including exit awards

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: Education and Training, following successful completion of 120 credits at Level 4.

Diploma of Higher Education: Professional Education and Training, following successful completion of Level 4 and 120 credits at Level 5.

BA (Ordinary): Professional Education and Training, following successful completion of Levels 4 and 5 and an additional 60 credits (total 300 credits), made up as follows:

- the module Learning and Teaching in the Lifelong Learning Sector (20 credits);
- the module Negotiated Study (20 credits); and
- **one** 20 credit module option

This award normally **excludes** the Action Research Project.

Tutorials with Academic Tutors are not associated with gaining credit (please see Particular Support for Learning section).

Intended learning outcomes of the programme

This modular programme operates in full accordance with the Framework for higher education qualifications in England, Wales and Northern Ireland (August 2008), with clear differentiation between Certificate, Diploma and Degree stages.

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   Think reflectively
B2   Locate and evaluate a range of issues and theoretical perspectives
B3   Compare and apply theories from learning and teaching in simulated activities
B4   Discuss and evaluate different viewpoints
B5   Present different viewpoints

(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 and settings

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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

(B)   Intellectual skills

B1   Think reflectively and critically

B2   Locate and analyse a range of issues and theoretical perspectives

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

B4   Debate, reflect upon and evaluate different viewpoints

B5   Present and justify different viewpoints

(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   Observe and evaluate the practice of others in a work-based setting

D6   Use ICT skills to support their own work

D7   Demonstrate an understanding of contemporary issues relating to education and

training in a range of contexts and settings
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On completion of the Ordinary degree, students will be able to:

(A)   Knowledge and Understanding

A1   Demonstrate a systematic understanding and coherent and detailed knowledge of key aspects of education and training
A2   Critically analyse 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   Articulate clearly and systematically their own values, beliefs and attitudes in relation to education and training

(B)   Intellectual skills

B1   Think reflectively, critically and analytically
B2   Synthesise, analyse and critically evaluate a range of issues and theoretical perspectives
B3   Critically analyse, compare and apply theories from learning and teaching in simulated activities
B4   Critically debate, appreciate and evaluate different viewpoints
B5   Present substantiated and justified arguments

(C)   Subject skills

C1   Engage critically with a range of relevant literature and develop knowledge and understanding of new principles
C2   Accurately deploy established methods of analysis and enquiry, critically synthesising and evaluating quantitative and qualitative data
C3   Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight
C4   Critically apply theoretical/conceptual frameworks to practice
C5   Reference work efficiently and effectively

(D)   Practical, professional and employability skills

D1   Independently plan, manage and evidence improvement of their own learning and performance, including the development of study and research skills
D2   Adopt 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 autonomously and collaborating as part of a team, accepting accountability for determining and achieving personal and/or group outcomes
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 critically evaluate the practice of others in a simulated setting

D6   Use ICT skills to support their own work
D7   Demonstrate a sound understanding of contemporary issues relating to education and training in a range of contexts and settings
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All students completing the BA (Hons) Professional Education and Training *programme will be expected to meet the following learning outcomes (Level 6):*

(A)   Knowledge and Understanding

A1   Demonstrate a systematic understanding and coherent and detailed knowledge of key aspects of education and training
A2   Critically analyse 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   Articulate clearly and systematically 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, critically and analytically
B2   Synthesise, analyse and critically evaluate a range of issues and theoretical perspectives
B3   Critically analyse, compare and apply theories from learning and teaching in simulated and work-based activities
B4   Critically debate, appreciate and evaluate different viewpoints
B5   Present substantiated and justified arguments
B6   Apply research methodology, skills and ethical procedures within a small-scale, practice based action research project
B7   Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research

(C)   Subject skills

C1   Engage critically with a range of relevant literature and develop knowledge and understanding of new principles
C2   Accurately deploy established methods of analysis and enquiry through work-based research, critically synthesising and evaluating quantitative and qualitative data
C3   Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight
C4   Critically apply theoretical/conceptual frameworks to practice
C5   Reference work efficiently and effectively

(D)   Practical, professional and employability skills

D1   Independently plan, manage and evidence improvement of their own learning and performance, including the development of study and research skills
D2   Adopt 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 autonomously and collaborating as part of a team, accepting accountability for determining and achieving personal and/or group outcomes
D4	Plan, present and communicate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences
D5	Observe and critically evaluate the practice of others in simulated and work-based settings
D6	Use ICT skills to support their own work
D7	Demonstrate a sound understanding of contemporary issues relating to education and training in a range of contexts and settings
D8	Undertake and present a small-scale, practice based research project.

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

		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*	*						*				*		*		*		*	*	*	*		*	

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Level 5

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
Research Methods: Theory and Practice	C						*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	
Placement for Professional Development	C	*	*	*	*	*	*	*		*	*	*			*	*		*	*	*	*	*	*	*
Inclusive Practice	C	*	*	*	*	*	*	*	*	*	*	*	*		*	*		*	*	*			*	*
Professional Accountability	C	*	*	*		*	*	*	*		*	*	*		*	*		*	*	*			*	*
Developing the Individual	C	*	*	*	*	*	*	*	*	*	*	*	*		*	*		*	*	*			*	*
Concepts of Coaching and Mentoring	C	*	*	*	*	*	*	*	*		*	*	*						*		*			*

Level 6

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	D8
Action Research Project and Placement	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Learning and Teaching in the Lifelong Learning Sector	C	*	*	*	*	*	*		*	*	*	*	*			*		*	*		*	*	*	*	*	*	*	

Event Management and Organisation	C	*	*	*	*	*	*		*	*	*	*	*				*		*	*			*	*	*		*	*
Negotiated Study	C	*					*		*	*		*	*			*	*			*	*	*		*			*	
Innovation, Creativity and Entrepreneur-ship	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 programme 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.

Learning and teaching strategies will include lectures, seminars, workshops, discussions, debates, role-play, individual and group tutorials, case studies, problem-based learning, visiting speakers/external partners and work placements in education and training settings. Additionally, Moodle VLE will be used for interactive activities, forums and discussion groups and directed private study will prepare students for formal education and training situations. 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.

Delivery will be interactive, reflective and draw upon the experiences of the participants. Peer group collaborative learning and peer review will also form part of the social constructivist approach to the modules.

To model and simulate practice and allow students to practise skills before and after undertaking placement experiences, 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.

The work-based/placement learning statement

The work-based learning principles and practice have been informed by the QAA Code of practice for the assurance of academic quality and standards in higher education, Section 9: Work-based and placement learning (September 2007).

The programme requires the completion of two core modules that include work experience placements. Students will be given an element of choice about where these will be undertaken; however, all placement settings will be subject to approval by the Assistant Programme Leader. In year two (Level 5), work-based learning is linked to the module 'Placement for Professional Development'.   In year three (Level 6), placements will be based around research topics linked to the module 'Action Research Project (Work Based Learning)'. All placement time will be undertaken within a single setting in each of the years of study. If specific issues arise where this is not possible, alternative arrangements will be made, e.g. splitting the placement across two settings. Providing choice has potential risks that are associated with the limitations of available placements. The availability of placements is dependent upon the willingness of providers to make opportunities available for student training. The Placement Office within the Department of Education has extensive experience in the co-ordination, management and quality assurance of student placements.

All issues relating to placement and the related modules will be reviewed annually and will be set out in detail in a placement handbook. The handbook will be issued to all work placement providers, students, module leaders and liaison tutors.

Links with partners who provide placements opportunities for students will be maintained through the use of telephone, letter, meetings and staff liaison visits to the placement settings. In some instances, staff from placement settings will be involved in the programme as guest speakers and module assessment, alongside the Module Leader. Feedback on placement experiences for both partner settings and students will be quality assured through electronic feedback questionnaires using the University's Moodle VLE. This provides opportunities for partners to be informed about and question issues relating to the provision of work based placements.

A range of settings will be used in Wrexham, Flintshire, Denbighshire, Powys, Cheshire and Shropshire. During the second and third academic years students will undertake placements in settings that will include private companies, charitable organisations, cultural organisations, education settings and public bodies, including the uniformed services.

Students will undertake placements that may involve children, young people and vulnerable adults. Therefore they will be required to satisfactorily complete an enhanced Criminal Records Bureau (CRB) check upon entry to the programme. This entry condition will be administered by Glyndŵr University's Student and Programmes Centre and will be funded by the individual students.

Students will be required to provide evidence of their CRB clearance and their Glyndŵr University student identification card when attending placement. Safeguarding of children, young people and vulnerable adults and ethical issues such as confidentiality and appropriate lines of communication, will be included in taught programme content across a range of modules to ensure students understand their legal obligations and responsibilities in the work place.

Students will undertake introductory visits to placements in order to meet their mentor and familiarise themselves with the setting. At this time they will also complete a health, safety and welfare declaration contained within the placement handbook.

The boundaries of confidentiality and the disciplining of any individuals that students work with during visits or placements, is emphasised during the induction programme and across all modules linked to practical work placement. All students undertaking the Level 6 module Action Research Project will be required to complete the Glyndŵr University ethical considerations research pro-forma. This will be countersigned by the supervising tutor and designated person at the work placement. Copies of the document will be held on file within the department.

During the work placement students will work closely with named mentors and a visiting liaison tutor (a member of the Programme Team). Mentors and tutors will advise students on how to gain a range of learning experiences relevant to the placement setting. Roles and responsibilities of individuals will be clearly outlined within the placement handbook. These experiences will enable students to develop links between theory and practice as well as developing skills of reflection and personal evaluation. This higher level learning will enable students to apply learning from the taught modules to work-based practice. The inclusion of placement learning will equip students with the knowledge, skills and understanding required for their future employment, satisfying their needs as potential employees as well as the needs of partner organisations and employers.

The placements will be reviewed by the Liaison Committee that will include feedback from placement providers and students. Feedback from students will be fed into the annual monitoring process. The Liaison Committee includes the programme leader, representatives from the Placement Office and placement providers. The committee's role

will be to discuss:

- The development of the programme
- Monitoring and review of issues
- Partnership arrangements
- Mentor training and roles of Glyndŵr University and settings as they develop

This committee is central to the liaison between placements and Glyndŵr University. Meetings will be held approximately once per semester and will provide opportunities to evaluate the practical placements.

The work place mentor is a key element in the successful delivery of the placement. Mentors can be any member of staff within the setting who has the relevant skills and experience. They will be nominated by the placement and approved by the Assistant Programme Leader. Mentors will not be required to carry out formal student assessments. As a critical friend they will:

- Provide general support and advice
- Facilitate access to appropriate documentation and activities
- Support the student in achieving assessment tasks
- Help with time management and reflective practice

Mentors will be invited to attend Liaison Committee meetings, chaired by the Programme Leader. Each setting will be provided with a named liaison tutor and the placement handbook will detail the roles and responsibilities of all involved in the provision of work placement. Mentors will be invited to attend a group mentor training event prior to the commencement of placements to brief them on the process. All mentors will be required to complete a mentor training session and if unable to attend a group event, will receive one-to-one training.

In a placement, quality assurance issues may impact the student's progress. In cases where either the student or placement staff raises a significant issue, a Cause for Concern process is in place and will be initiated through the completion of a Cause for Concern form. The cause for concern process will be set out in detail in the placement handbook.

The programme will operate within Glyndŵr University's framework for meeting legislative requirements regarding health and safety. All new placements used will undergo a risk assessment process. All placement settings will complete a partnership agreement between themselves and Glyndŵr University, copies of which will be held by the Placement Office.

Welsh Medium

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

Welsh-speaking placements and Liaison Tutors may also be requested by students and the Placement Office will endeavour to secure these, subject to availability. As such, should this be arranged, up to 6% of the programme (placements) can be undertaken in the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies

The assessment strategies for the programme 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, 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 20) will include a variety of formal, informal, formative and summative methods, all designed to enhance 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 articles. Assessment requirements for each module are detailed in the matrix on page 21.

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 placement providers 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 5 and 6, 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. Proposed timetables for assessment submission for Year 1/Level 4 in detail and for the following two years in outline may be referred to on page 25.

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 programme								
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*
Study Skills and Reflective Practice				*A2**	*A1**			
Effective Education and Training Environments				*A2**			*A1*	
Educational Learning Theories			*A1*/A2**					
Well Working, Safety and Safeguarding	*A2*	*A1*						
Language, Literacy and Communication in Practice					*A1*		*A2*	
ICT and Numeracy Skills Development		*A2*					*A1**	
Level 5	*CS/PS*	*CBA*	*DO*	*E/RR*	*P*	*PP*	*Pr/Pr*	*R*
Research Methods: Theory and Practice					*A1*			
Placement for Professional Development			*A1**		*A1**			
Inclusive Practice				*A1*				
Professional Accountability				*A1*			*A2**	
Developing the Individual	*A2*			*A1*				
Concepts of Coaching and Mentoring				*A1**				
Level 6	*CS/PS*	*CBA*	*DO*	*E/RR*	*P*	*PP*	*Pr/Pr*	*R*
Action Research Project and Placement								*A1*
Learning and Teaching in the Lifelong Learning Sector			*A1**		*A2**			
Event Management and Organisation	*A1*					*A2*		
Negotiated Study	*A1*			*A2**				
Innovation, Creativity and Entrepreneurship	*A1/ A2*							

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 reflective skills are to be evidenced.

Overview of module assessments through the programme

Modules	Assessment	Weighting
Level 4		
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%
Educational Learning Theories	Rationale, microteaching and reflective evaluation	60%
	Observation and evaluation of peers	40%
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	Project: students will use their developing ICT and Numeracy skills to prepare and present an interactive education/training resource	60%
	Multiple choice questions: students will complete on-line multiple choice numeracy tests using Moodle quizzes	40%
Level 5		
Research Methods: Theory and Practice	Portfolio to include a range of individually designed and evaluated primary research tools. Students will: (1) offer a rationale as to why specific research tools have been used; (2) provide a critical evaluation of the advantages and limitations of these research tools	100%
Placement for Professional Development	Portfolio and professional dialogue – compiling PDP and action plan; self-reflections; observations from placements linking theory, policy and practice; completed CV; seminar discussion and managed meeting	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	75%
	Training Needs Analysis	25%
Concepts of Coaching and Mentoring	Reflective written assignment demonstrating understanding of a coaching and mentoring culture	100%
Level 6		
Action Research Project and Placement	Research article which reports on a practice-based action research issue or problem	100%
Learning and Teaching in the Lifelong learning Sector	Rationale, microteaching and reflective evaluation; observation and evaluation of experienced practitioner	50%
	Professional portfolio (PDP)	50%
Event Management and Organisation	Case study portfolio	75%
	Poster presentation which outlines key components of proposal to a panel	25%
Negotiated Study	Learning agreement, to include negotiation, learning outcomes and marking criteria	30%
	Reflective and evaluative report in the context of the development of their own practice within education and training	70%
Innovation, Creativity and Entrepreneurship	Report relating to the investigation, disassembly and evaluation of an innovative education or training product	60%
	Creative product design and development	40%

Indicative assessment calendar 2012 – 2013

Year 1 (Level 4)

Week	Wk/bg	Module	Assessment
	24.09.12	Induction week – Year 1	
	01.10.12		
	08.18.12		
	15.10.12	Study Skills and Reflective Practice	Reflective self assessment – essay (50%)
	22.10.12		
	29.10.12	Reading week	
	05.11.12		
	12.11.12		
	19.11.12	Language, Literacy and Communication in Practice	Written task 1 (20%)
	26.11.12		
	03.12.12		
	10.12.12	Study Skills and Reflective Practice Educational Learning Theories	Presentation (50%) Planning/microteaching (60%) Observation/evaluation (40%)
	17.12.12		
	24.12.12	Christmas vacation	
	31.12.12		
	07.01.13		
	14.01.13	Language, Literacy and Communication in Practice	Written task 2 (20%)
	21.01.13		
	28.01.13	ICT and Numeracy Skills Development	Project/Presentation of interactive resource (60%)
	04.02.13		
	11.02.13	Tutorial week	
	18.02.13		
	25.02.13		
	04.03.13	Language, Literacy and Communication in Practice	Written task 3 (20%)
	11.03.13		
	18.03.13		
	25.03.13	Easter vacation	
	01.04.13		
	08.04.13	Well Working, Safety and Safeguarding	On-line test (40%) Report (60%)
	15.04.13		
	22.04.13	Language, Literacy and Communication in Practice	Presentation (40%)
	29.04.13		
	06.05.13	Effective Education and Training	Group presentation

		Environments	(85%); reflective log (15%)
	13.05.13		
	20.05.13		
	27.05.13	ICT and Numeracy Skills Development	MCQ- to take place throughout the year (40%)
	03.06.13		
	10.06.13		
	17.06.13		

Indicative assessment calendar - Year 2 (Level 5)

Semester 1	Assessment	Semester 2	Assessment
		Research Methods: Theory and Practice	Portfolio (100%)
		Placement for Professional Development	PDP } Managed meeting} (100%)
		Inclusive Practice	Essay (100%)
Professional Accountability	Essay (50%)	Professional Accountability	Presentation/report (50%)
Developing the Individual	Essay (75%)	Developing the Individual	Training Needs Analysis (25%
Concepts of Coaching and Mentoring	Essay (100%)		

Indicative assessment calendar - Year 3 (Level 6)

Semester 1	Assessment	Semester 2	Assessment
Action Research Project and Placement	Research Article (100%)		
		Learning and Teaching in the Lifelong Learning Sector	Planning/microteaching; observation/evaluation (50%) Professional portfolio (50%)
Event Management and Organisation	Case Study Portfolio (75%) Poster Presentation (25%)		
		Negotiated Study	Learning agreement (30%) Report (70%)
		Innovation, Creativity and Entrepreneurship	Report (60%) Product design and development (40%)

Assessment regulations that apply to the programme

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

Borderline classifications will be managed in accordance with University 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 Leader
Sue Horder – Module Leader
Karen Rhys-Jones – Module Leader
Jayne Osborne – Module Leader
Lynton Jones – Module Leader
Allison O'Sullivan – Module Leader
Kevin Hughes – Placement Officer

In addition, Dr Phil Bassett and Dr Peter Gossman will assist with specific module delivery. Further, it is anticipated that the Programme Team will utilise the expertise of appropriately qualified sessional lecturers and guest speakers as required, including placement providers, to enhance the programme. The Programme Leader will seek approval from the appropriate authorities for any sessional appointments.

Quality Management Arrangements

The programme complies with the policies and procedures laid down for the validation and quality assurance of programmes by Glyndŵr University. In addition, the programme 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 programme design.

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 curriculum and programme portfolio;
- Timetabling of the programme;
- Appointment of, liaison with and reporting to external examiners;
- Identification and agreement of staff development needs of members of the team and 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 programme team;

- Liaison with other Programme Leaders to ensure comparability of standards across programmes;
- Co-ordination of admissions, recruitment and marketing activities.

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 placement settings;

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/examinations to appropriate deadlines;
- attending lectures and work-placement settings in accordance with their designated timetable;
- informing the programme leader or their nominee and work-placement setting, within the first instance, of any absence;
- ensuring the University's procedures are followed when submitting a case for Personal 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, SPOMs, quality assurance questionnaires and the National Student Survey. The programme 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 twice annually (June/September) to consider the assessment results and consider 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 programme. 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 through SPOMs 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 programme, ensuring quality of its 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 programme development plan 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 programme 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.

Particular support for learning

An important aim of the programme 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 programme. 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 programme, 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 programme and are assessed at each level. The Academic Tutor will also be responsible for providing references for prospective employers.

The programme's 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 and access is available to electronic resources and journals (Athens).

The Assistant Programme Leader and Placement Office will work with students and external partners to secure appropriate and relevant placement opportunities at Levels 5 and 6 of the programme.

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

The programme can be delivered within existing accommodation. However, to enhance learning and teaching, the programme team will endeavour to negotiate the use of Glyndŵr University's new facilities (Plas Coch campus) for learning and teaching – the Centre for the Child, Family and Society and the Centre for Creative Industries.

Equality and Diversity

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.