

PART TWO PROGRAMME SPECIFICATON

1	Awarding body
	Glyndŵr University
2	Teaching institution
	Glyndŵr University
3	Award title
	BA (Hons) Childhood, Education and Welfare
4	Final awards available
	Certificate of Higher Education in Childhood, Education and Welfare Diploma in Higher Education in Childhood, Education and Welfare BA (Ordinary) Childhood, Education and Welfare
5	Professional, Statutory or Regulatory Body (PSRB) accreditation
	N/A
	Please list any PSRBs associated with the proposal
	N/A
	Accreditation available
	No
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)
	N/A
6	<u>JACS3</u> code X310
7	<u>UCAS</u> code
	N/a
8	Relevant QAA subject benchmark statement/s
	Education Studies (2015)
9	Other external and internal reference points used to inform the programme outcomes
10	Mode of study
	Online/distance learning part time
11	Language of study
	English

Office use only

Date of validation event: 07 December 2016

Date of approval by Academic Board:	17 January 2017
Date of revision:	<i>Enter the date of any subsequent revisions</i>
Date of revision:	<i>Enter the date of any subsequent revisions</i>

12 Criteria for admission to the programme

Standard entry criteria

Guidance – Please check entry requirements are in accordance with the University’s admissions policy <http://www.glyndwr.ac.uk/en/media/Media.49536.en.pdf>

UK entry qualifications

The University’s entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

- Level 3 qualification (or equivalent 112 UCAS points) in a related subject.
- Current employment (paid or unpaid) of at least 8 hrs per week within the children’s workforce for the duration of the course.
- Access to working with children in the 5 to 11 yrs age range.
- GCSE English/Welsh and Mathematics Grade C or equivalent.

Exception may be made (at the discretion of the Programme Leader) to the above entry requirements for experienced practitioners who do not hold formal qualifications but can evidence personal development through attending training courses or other CPD.

Non-standard entry criteria

(e.g. industry experience)

This programme will also be offered as four year kick-start degrees (an introductory foundation year plus the relevant three year degree programme). The kick-start will be offered where an applicant does not meet the entry requirements for the three year honours degree or where the department / applicants feel they would benefit from an additional year to gain some additional experience before progression to the full three year degree. Upon successful completion of foundation year the student will automatically progress to the named degree programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area. All applicants however must be able to demonstrate a minimum level of competence in English/Welsh Language and in Mathematics/Science, with a pass at Grade C or above in GCSE or an equivalent qualification. Therefore, this route is aimed at:

- Those who do not meet the entry requirements for a full degree.
- Those who have been out of education for a while and feel they would benefit from the extra year of preparation.
- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

English language requirements

The University's English language requirements are set out at <http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/>

✓ Undergraduate

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS, with an overall score of 6.0 and no component below 5.5.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

□ Postgraduate

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS, with an overall score of 6.5 and no component below 6.0.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.5 with no component below 6.0 (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 Recognition of Prior (Experiential) Learning

Programme specific requirements

University Regulations Apply

14 Aims of the programme

14.1 Rationale

This programme is aimed at practitioners working within the children's workforce, for example teaching assistants, childminders, afterschool club workers, play workers, who have responsibility for working with, or supervising others who work with, children in the 5 to 11 age range. The content of the BA (Hons) Childhood, Education and Welfare therefore concentrates on older (primary aged) children and children with Special Educational Needs and Disabilities (SEND).

This programme is aimed at the whole of the UK and International market. Being delivered online it offers flexibility for students to gain a BA (Hons) alongside work and family commitments in 4 years part-time. It is important to offer a part-time route to the sector as traditionally students in full-time employment relate more favourably to the notion of 'part-time' and tend to feel more comfortable with an extended study time-frame. However, the extension must be balanced and not seen as overly long as many will chose the route as progression onto a Post Graduate Certificate of Education.

This programme is intended to meet the school/university strategic plan in the following areas:

- Ensuring that our student body is a cosmopolitan one where students from the region study alongside those from elsewhere in the UK, from Europe and the rest of the world. – Being an online programme there are few geographical limitations from where students can be recruited.
- Developing flexible and responsive modes of delivery that meet 21st century needs, growing part-time routes and online provision – This programme is flexible, part-time and online.
- Building on our strengths in widening participation and welcoming students from all backgrounds and of all ages to enjoy the benefits of higher education. – As a flexible programme, which doesn't require physical attendance it can attract non-traditional students who need to balance study alongside, work and family.
- Engaging actively with professional accrediting bodies to shape debate and feedback knowledge and expectations into our curricula. - the design and content of the modules benefit from the ongoing relationships the programme team has with the Care Council for Wales, Welsh Government and local childcare partnerships.

14.2 Content

This programme aims to develop students in 3 key domains, childhood, education and welfare. To fully understand the position of the child and the nature of childhood in contemporary society, it is important to study the child within these crucial areas to give a rounded picture.

The programme goes beyond preparing students for the children's workforce, engaging students in an exploration of wider issues regarding the holistic nature of childhood, education and welfare studies. In addition to establishing foundational understandings of these domains, children's rights, social justice, equality and diversity, the implications of globalisation on children and childhood, curriculum and the role of technology in education are addressed to enable students to appraise and analyse contemporary childhood, education and welfare issues both nationally and internationally.

Students will be presented with an ecological understanding of childhood, education and welfare which means the child and his/her life is considered in relation to their family, culture, community and wider society. The programme aims to present multiple perspectives of the domains drawing from a range of significant disciplines, such as sociology, psychology and education. The student will be supported to understand and analyse the experiences that shape childhood, while developing an understanding of the complexity of children's lives.

This programme is a good fit for the demands of professional practice, and, most importantly, it also provides an emphasis on strong academic knowledge, which informs high quality provision for the children's workforce. Through the development of a broad understanding of education, its organisation and delivery, teaching and learning, in a variety of education and care settings informed by an understanding of childhood and children's welfare, the programme is designed to serve as a route for further professional progression towards a career in teaching.

Therefore, within these domains, this programme aims to:

Childhood

Enable students to gain a depth of understanding about children and childhood in a sociological and ecological context, and, the factors that impact upon and influence the lives of children and their families.

Education

Enable students to build an understanding of how children develop and learn, and articulate the theoretical concepts which underpin and influence decisions regarding education provision for children and their families. Students will be equipped with skills, knowledge and understanding of how theory relating to child development and learning influences and informs education provision so that they can formulate and articulate their own personal, professional philosophy and values for practice.

Welfare

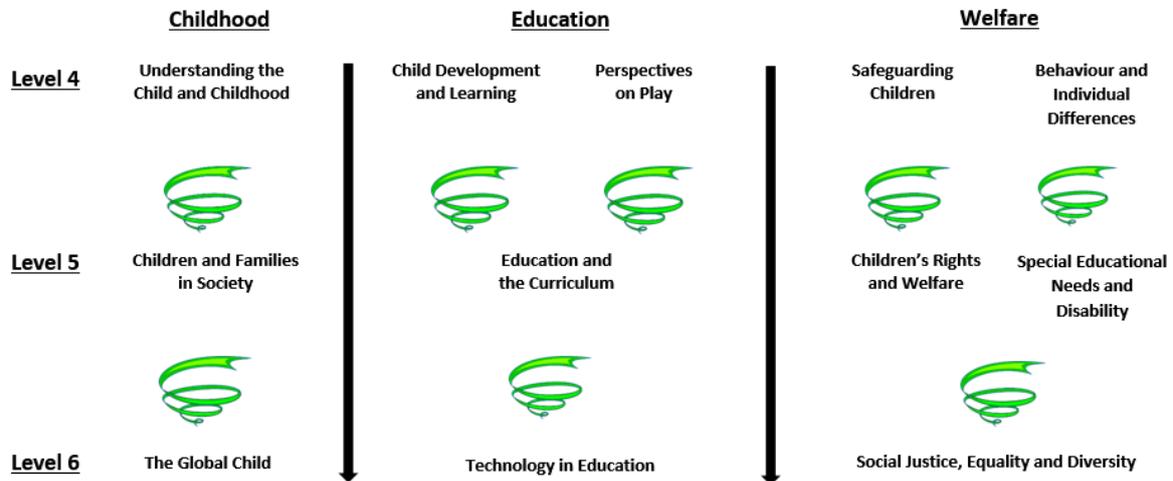
Ensure that students have opportunities to engage in the development of knowledge, attitudes and skills to work with children and their families across a range of welfare issues, and gain an insight into the importance of children's welfare through a knowledge of theories that underpin working with children in professional practice from a children's rights based perspective.

The overall aims of the programme:

- enable students to become confident, well-educated and reflective practitioners with the skills to respond to developments in the fields of childhood, education and welfare;
- prepare students for their professional development and career choices;
- enable the development of critical reasoning and analytical skills in relation to multi-disciplinary theories and concepts within the context of the domains; and,
- equip students with skills, knowledge and understanding of how theory relating to childhood, education and welfare influences and informs current practice.

This programme also aims to take a spiral curriculum approach to strengthening and deepening learners' knowledge and understanding of theoretical and practice perspectives across the three domains of childhood, education and welfare. This enables an understanding of the scope and detail of literature, policy and legislation within the field and fosters an understanding of the need to develop a mature and informed approach in respect of academic progress and personal and intellectual

development. The programme ensures that the students acquire and strengthen transferable academic skills which will establish them as reflective, critical and analytical graduates who are prepared to access and contribute to scholarly discourses in childhood, education and welfare arenas.



(Fig 1: A spiral approach to the curriculum in each of the domains)

15 Distinctive features of the programme

This programme has been developed to meet the needs of practitioners currently working in the children's workforce who may wish to enhance their knowledge and understanding in the combined fields of childhood, education and welfare. The programme is designed with a specific focus on working with primary aged children (5-11 yrs) and provides a rounded approach to the world of the child and therefore a strong foundation for students wishing to progress into education or more community based roles. The programme is offered on a part-time basis to allow students to work alongside their study and together with online learning this offers the maximum amount of flexibility available to students on a BA (Hons) degree programme.

15.1 A Comparative Perspective

In recognition of the varied student population this programme takes a comparative perspective to devolved policy, legislation and guidance which encompasses consideration of UK wide practice. This enables a broader perspective than would normally be seen in programmes of this type and enables students to share experience, practice and understanding from a wider knowledge base.

15.2 Flexible Delivery

This programmes offers a flexible and interactive online learning experience using the University's virtual learning environment – Moodle. Students are able to study from the comfort of their own home at a time which suits them.

Moodle is available to students 24/7 and provides an uncomplicated platform through which to access all course materials and communicate with the programme team and with each other. The programme team is experienced at working online with students and understands the challenge of combining study with family and work commitments.

15.3 Assessment Strategy

The assessment tasks set over the duration of the programmes are designed to develop and build upon a wide range of personal and professional skills, whilst strongly reinforcing the links between theory and practical application. The assessment methods have been designed to reflect the changing role of the professional, their ongoing academic achievement, as well as embracing the need for evaluation and reflection throughout.

15.4 Feedback

High quality feedback and feedforward is provided to students studying online to enhance their overall achievement. Students will be provided with written feedback and/or feedforward for each piece of work and have an opportunity to discuss this with their peers and tutors. Feedback is presented in a way that allows students to see how their academic work is progressing throughout the year and to easily view the comments of all tutors in a single Moodle space. This allows students and tutors to track progress and engage in additional support where needed. To enhance the feedforward process students are also introduced to peer feedforward and self-assessment against specific marking criteria.

16 Programme structure narrative

16.1 Programme Outline

The BA (Hons) Childhood, Education and Welfare is run part-time over 4 years. With a total of 17 modules across the levels this does not allow for an even distribution of modules year on year. Therefore the structure proposed is that each year students should study 4 content modules, with the addition of Academic Skills for Practitioners in year 1 and the Research Project in year 4.

Details of the modules studied each year is as follows:

Year 1

5 x 20 credit modules:

Understanding the Child and Childhood (4)
Safeguarding Children (4)
Academic Skills for Practitioners (4)
Child Development and Learning (4)
Behaviour and Individual Difference (4)

In year 1 Academic Skills for Practitioners will join the four, level 4 content modules and be taught over the duration of the year. This module is mainly embedded within the course structure as it provides the academic guidance to allow students to successfully study at University. For example when the students face their first essay in the content module Understanding the Child and Childhood, this module will provide them with the content on Referencing and Plagiarism and instruction on planning and writing an essay. Therefore although the students study an additional module in the first year this module is perceived by the students on similar programmes as integral to their success. Although the content of Academic Skills for Practitioners will be assessed in year 1 the content will still be available to students for reference whilst they complete their level 4 module in year 2.

Year 1 – Level 4

Week			
10			
11	Understanding the Child and Childhood (Level 4)	Academic Skills for Practitioners (Level 4)	Safeguarding (Level 4)
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Winter Vacation		
23			
24			
25			
26	Assessment Week		
27	Child Development and Learning (Level 4)	Academic Skills for Practitioners (Level 4)	Behaviour and Individual Difference (Level 4)
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38	Spring Break		
39			
40			
41			
42			
43	Assessment Week		

Year 2

4 x 20 credit modules:

- Perspectives on Play (4)
- Children and Families in Society (5)
- Children’s Rights and Welfare (5)
- Special Educational Needs and Disability (5)

Year 2 will contain a combination of level 4 and level 5 modules. The level 4 module will be completed in Semester 1 should a student wish to exit with a Certificate of Higher Education.

Year 2 – Level 4 & 5

Week		
10		
11	Perspectives on Play (Level 4)	Children and Families in Society (Level 5)
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22	Winter Vacation	
23		
24		
25		
26	Assessment Week	
27	Special Educational Needs and Disability (Level 5)	Children's Rights and Welfare (Level 5)
28		
29		
30		
31		
32		
33		
34		
35		
36		
37		
38	Spring Break	
39		
40		
41		
42		
43	Assessment Week	

Year 3

4 x 20 credit modules:

- Exploring Research Skills (5)
- Research in Practice (5)
- Education and Curriculum (5)
- The Global Child (6)

Year 3 will contain a combination of level 5 and level 6 modules. This year also prepares students for the research project they will undertake in the final year. At the end of this year students may exit with a Diploma in Higher Education.

Year 3 – Levels 5 & 6

Week		
10		
11	Education and Curriculum (Level 5)	Exploring Research Skills (Level 5)
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22	Winter Vacation	
23		
24		
25		
26	Assessment Week	
27	The Global Child (Level 6)	Research in Practice (Level 5)
28		
29		
30		
31		
32		
33		
34		
35		
36		
37		
38	Spring Break	
39		
40		
41		
42		
43	Assessment Week	

Year 4

3 x 20 credit modules, 1 x 40 credit module:

- Key Debates in Childhood Today (6)
- Research Project, (40 credits) (6)
- Social Justice, Equality and Education (6)
- Technology in Education (6)

Year 4 contains only level 6 modules and includes the research project at 40 credits. Although there is additional workload associated with the research project preparation for this would have started in year 3 therefore students will have been amply prepared to conduct an independent piece of research.

Year 4 – Level 6

Week		
10		
11		
12		
13	Social Justice, Equality and Education (Level 6)	Key Debates in Childhood Today (Level 6)
14		
15		
16		
17		
18		
19		
20		
21		
22	Winter Vacation	
23		
24		Research Proposal
25		
26	Assessment Week	
27	Technology in Education (Level 6)	Research Project (Level 6)
28		
29		
30		
31		
32		
33		
34		
35		
36		
37		
38	Spring Break	
39		
40		
41		
42		
43	Assessment Week	

16.2 Exit Awards

On completion of level 4, 5 and 60 credits of level 6 an exit award is available. Although students will be supported and not routinely expected to exit the programme at this point, if a student has withdrawn or is withdrawn before the end of the programme they may be awarded a lower academic qualification:

If a student has achieved all elements of the academic year(s) and has achieved 120 credits at level 4 they will be eligible for an exit award of:

- Certificate of Higher Education in Childhood, Education and Welfare.

If a student has achieved all elements of the academic year(s) and has achieved 120 credits at level 5 they will be eligible for an exit award of:

- Diploma of Higher Education in Childhood, Education and Welfare.

If a student has achieved all elements of the academic year(s) and has achieved 60 credits at level 6 they will be eligible for an exit award of:

- BA (Ordinary) Childhood, Education and Welfare.

16.3 Module duration

Each 20 credit module will run over a period of 12 weeks online. The expectation is that students will spend a minimum of 4 hours per week studying each module. With the exception of Academic Skills for Practitioners which will run over 24 weeks and be studied for 2 hours per week.

It is therefore expected that students will study for 10 hours per week in year 1 and 8 hours per week in years 2 and 3.

In year 4 students will be expected to study 4 hours per week for the 20 credit modules. However this will increase to 6 hours per week for the 16 week duration of the 40 credit Research Project.

In addition to the module content students will be expected to spend 2 hours per week (24 hours per 20 credit module) relating their academic study to work practice.

16.4 Programme Delivery

This programmes will be delivered online using Glyndŵr University's virtual learning environment – Moodle. This is an easy to use self-contained website which enables students to access the course materials, tutors and other students across their programme. We actively encourage communication and have a thriving community of students online who share their experiences of working with children in a variety of roles. We use a wide range of tools for keeping in touch including, online conferencing, chat rooms (forums), e-mails, messaging and telephone/Skype.

All programmes are designed to offer flexibility to fit study around family and work commitments, however students work within a course structure to encourage motivation and completion. The materials for each session are covered over a set period to enable students to develop their own study patterns i.e. daytime, evenings, weekends. There is also a means for students to control their own study pace through the session materials using session reviews (conditional release) which allows students to open the next session ahead of the allotted time, thereby making it easier to manage study around family and work commitments when required. Each session will engage students through a variety of tools from reading to video, podcasts, screencasts and

exploring the web. Students will also be engaged in discussion around the session topics using a variety of chat forums and/or online conferencing.

The programme team recognises that face to face contact with students is important for some students to feel a sense of belonging to the University. Therefore all students are invited to attend three, one day Saturday study days throughout the year where they will be engaged in workshops (linked to module content) and have a chance to meet other students and members of staff. These study days are non-compulsory and content covered during the day is recorded as a video and shared with students online. From 2018 live streaming of the Saturday Study Day will also be available to students who wish to join in on the day but can't travel to the University. This will be achieved using Periscope or live streaming on You Tube.

17 Programme structure diagram

Level 4 – Year 1				
Semester 1	Mod title	Understanding the Child and Childhood	Mod title	Safeguarding Children
	Mod code	EDC424	Mod code	EDC427
	New/Existing	Existing	New/Existing	Existing
	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core
	Mod leader	Kate Wagner	Mod leader	Kelly Smith

Level 4 – Year 1				
Semester 1 and 2	Mod title	Academic Skills for Practitioners	Mod title	
	Mod code	EDC428	Mod code	
	New/Existing	Existing	New/Existing	
	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	
	Mod leader	Liz Sheen	Mod leader	

Level 4 – Year 1				
Semester 2	Mod title	Child Development and Learning	Mod title	Behaviour and Individual Difference
	Mod code	EDC430	Mod code	EDC431
	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core
	Mod leader	Liz Sheen	Mod leader	Kelly Smith

Level 4 – Year 2				
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Semester 1	Mod title	Perspectives on Play	Mod title	
	Mod code	EDC432	Mod code	
	New/Existing	New	New/Existing	
	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	
	Mod leader	Kate Wagner	Mod leader	

Level 5 – Year 2				
Semester 1	Mod title	Children and Families in Society	Mod title	
	Mod code	EDC533	Mod code	
	New/Existing	New	New/Existing	
	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	
	Mod leader	Kate Wagner	Mod leader	

Level 5 – Year 2				
Semester 2	Mod title	Special Educational Needs and Disability	Mod title	Children's Rights and Welfare
	Mod code	EDC534	Mod code	EDC535
	New/Existing	New	New/Existing	New
	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core
	Mod leader	Kelly Smith	Mod leader	Kate Wagner

Level 5 – Year 3				
Semester 1	Mod title	Education and Curriculum	Mod title	Exploring Research Skills
	Mod code	EDC536	Mod code	EDC531
	New/Existing	New	New/Existing	Existing
	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core
	Mod leader	Liz Sheen	Mod leader	Kelly Smith

Level 5 – Year 3				
Semester 2	Mod title	Research in Practice	Mod title	
	Mod code	EDC537	Mod code	
	New/Existing	New	New/Existing	
	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	
	Mod leader	Kelly Smith	Mod leader	

Level 6 – Year 3				
5	Mod title	The Global Child	Mod title	

	Mod code	EDC627	Mod code	
	New/Existing	New	New/Existing	
	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	
	Mod leader	Kate Wagner	Mod leader	

Level 6 – Year 4				
Semester 1	Mod title	Social Justice, Equality and Diversity	Mod title	Key Debates in Childhood Today
	Mod code	EDC628	Mod code	ECS604
	New/Existing	New	New/Existing	Existing
	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core
	Mod leader	Kate Wagner	Mod leader	Liz Sheen

Level 6 – Year 4				
Semester 2	Mod title	Technology in Education	Mod title	Research project
	Mod code	EDC629	Mod code	ECS608
	New/Existing	New	New/Existing	Existing
	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core
	Mod leader	Liz Sheen	Mod leader	Liz Sheen

18 Intended learning outcomes of the programme

On completion of levels 4, 5 and 6 students will be able to:

Undergraduate				
Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Demonstrate an understanding of the different ways the child and childhood can be viewed within society and the factors which contribute towards these views.	Analyse and explore the concept of family, the role of the child within the family and the role of families within society.	Critically evaluate current childhood discourses and apply these as a lens through which to examine key debates.	Critically evaluate current childhood discourses and apply these as a lens through which to examine key debates.
A2	Understand and explain the theoretical and practical knowledge which underpins children's development, learning and play.	Understand the role of children's rights and critically reflect on practice from a right's based perspective.	Critically examine the role of social justice, diversity and equality in relation to children and childhood in society.	Critically examine the role of social justice, diversity and equality in relation to children and childhood in society.
A3	Demonstrate an understanding and application of an appropriate Safeguarding system, including implications for the child, family and professional practice.	Critically explore the theories of education, pedagogy and assessment in relation to the political evolution of the curriculum.	Develop comparative analysis through critically exploring global perspectives of childhood.	Develop comparative analysis through critically exploring global perspectives of childhood.
A4	Examine the role of behaviour and individual difference as it applies to children and its impact on education and the role of the practitioner.	Critically reflect on the role of research and understand the means to conduct a research project.	Critically explore the role of technology as it applies to education.	Critically explore the role of technology as it applies to education.
A5	Understand the ethical considerations of working with children from an academic perspective.	Understand the potential impact of Special Educational Needs and Disability (SEND) on the individual		Reflect critically on the application of research to childhood, education and welfare.

Undergraduate				
Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
		child and critically analyse support strategies and interventions.		

Intellectual skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Present a logical argument and draw appropriate conclusions	Develop coherent, logical and relevant arguments, drawing appropriate conclusions.	Critically consider the purpose of independent study and apply effectively to academic practice.	Critically consider the purpose of independent study and apply effectively to academic practice
B2	Demonstrate some depth of analysis and independent thought.	Demonstrate depth of analysis and independent thought.	Engage in abstract conceptualisation and application.	Engage in abstract conceptualisation and application.
B3	Plan, manage and reflect on own learning and constructively challenge the understanding of others to support the development of deep learning.	Take responsibility for monitoring and evaluating progress in their own learning and that of the group.	Reflect analytically on and apply problem solving skills to a range of situations.	Reflect analytically on and apply problem solving skills to a range of situations.
B4	Appreciate and evaluate different viewpoints	Appreciate and evaluate different viewpoints and present justified argument.		Demonstrate a comprehensive range of research skills and a critical understanding of research ethics.

Subject skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Communicate appropriately and effectively in a range of modes and media.	Communicate appropriately, effectively and with judgement in a range of modes and media.	Reflect critically on the effectiveness and suitability of communication for a range of purposes.	Reflect critically on the effectiveness and suitability of communication for a range of purposes.

Subject skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C2	Discuss a range of theories and concepts in a clear and cohesive structure.	Critically discuss a range of theories and concepts in a critical discussion.	Engage effectively in comparative analysis	Engage effectively in comparative analysis
C3	Identify and recognise the link between theory and practice in relation to childhood, education and welfare.	Demonstrate a detailed understanding of childhood, education and welfare in the context of practice.	Critically reflect and analyse the application of childhood, education and welfare to practice.	Critically reflect and analyse the application of childhood, education and welfare to practice.
C4				Demonstrate a clear understanding of the appropriateness and applicability of research to the children's workforce.

Practical, professional and employability skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Effectively use the link between academic knowledge and practical application to support practice.	Use the link between academic knowledge and practical application to show a detailed understanding of how to develop and support the practice of others.	Demonstrate achievement of transferable graduate skills in communication, interpersonal relationships and written argument.	Demonstrate achievement of transferable graduate skills in communication, interpersonal relationships and written argument.
D2	Write appropriately, clearly and with accuracy in a number of styles suitable for a range of audiences.	Demonstrate clear, accurate and appropriate written expression with relevant detail and content, and present and deliver information in a number of styles suitable for a range of audiences.	Demonstrate an ability to be critical in the choice of research materials and in the methods used to convey key information to a variety of audiences.	Demonstrate an ability to be critical in the choice of research materials and in the methods used to convey key information to a variety of audiences.
D3	Demonstrate professional attributes such as communication, teamwork, autonomy, self-management and organisational skills as an	Use professional attributes such as communication, teamwork, autonomy, self-management and organisational skills appropriately and in context to participate and	Critically apply professional attributes to demonstrate appropriate professional skills as an effective student and practitioner.	Critically apply professional attributes to demonstrate appropriate professional skills as an effective student and practitioner.

	effective student and practitioner.	practice as an effective student and practitioner.		
D4	Take responsibility for professional development through the application of reflective skills.	Apply reflective skills to demonstrate effective professional development through a detailed understanding of reflective practice.		

19 Curriculum matrix

For successful completion of the Certificate of Higher Education in Childhood, Education and Welfare, students will achieve the following learning outcomes: Level 4 – A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, D1, D2, D3, D4

For successful completion of Diploma of Higher Education in Childhood, Education and Welfare, students will achieve the following learning outcomes: Level 5 - A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, D1, D2, D3, D4

For successful completion of BA (Ordinary) Childhood, Education and Welfare, students will achieve the following learning outcomes: Level 6 - A1, A2, A3, A4, B1, B2, B3, C1, C2, C3, D1, D2, D3,

For successful completion of BA (Hons) Childhood, Education and Welfare, students will achieve the following learning outcomes: Level 6- A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3,

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 4	Understanding the Child and Childhood	Core	■	□	□	□		■	■	□	■	■	■	■	□	■	■	■	□
	Safeguarding Children	Core	□	□	■	□		■	■	□	■	■	■	■	□	■	■	■	□
	Academic Skills for Practitioners	Core	□	□	□	□	■	□	■	■	■	■	□	□	□	□	■	■	■
	Understanding Child Development and Learning	Core	□	■	□	□		■	■	□	■	■	■	■	□	■	■	■	□
	Perspectives on Play	Core	□	□	□	□		■	■	□	■	■	■	■	□	■	■	■	□
	Behaviour and Individual Differences	Core	□	□	□	■		■	■	□	■	■	■	■	□	■	■	■	□
Level 5	Exploring Research Skills	Core	□	□	□	■		■	■	□	■	■	■	■	□	■	■	■	■
	Research in Practice	Core	□	□	□	■		■	■	□	■	■	■	■	□	■	■	■	■
	Children and Families in Society	Core	■	□	□	□		■	■	■	■	■	■	■	□	■	■	■	□
	Children's Rights and Welfare	Core	□	■	□	□		■	■	■	■	■	■	■	□	■	■	■	□
	Special Educational Needs and Disability	Core	□	□	□	□	■	□	■	■	■	■	■	■	□	■	■	■	□

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
	Education and the Curriculum	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Level 6	Key Debates in Childhood Today	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
	Research Project	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	The Global Child	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Social Justice, Equality and Diversity	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Technology in Education	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

20 Learning and teaching strategy

20.1 Learning and Teaching Strategy

This programme takes a student centred approach to learning, designed to enable and maximise the abilities of students to work within the children's workforce. Working online students are seen as individuals with specific study needs. The team works to tailor their approach to the needs of the students and to meet individual requirements where possible. For example students who require a higher level of support may receive regular skype meetings with a tutor or a student with visual difficulties may need more audio resources.

To work successfully online the course has adopted a pedagogy specific to engaging students at a distance. This involves an emphasis on engagement within both the course materials and online discussion. Throughout the programme the modules are structured to enable students to:

- Reflect on current knowledge/practice
- Develop new knowledge/understanding and consider application to practice
- Deepen understanding/knowledge through shared discussion
- Review understanding before moving to the next session

To enhance engagement students are encouraged to form a community of practice, whereby they are given opportunities to share experiences and offer mutual support using the Virtual Learning Environment as the conduit.

20.2 Key Skills for Employability

Although this programme follows the structure of a traditional BA (Hons) degree, it still requires students to be working within the children's workforce as the link between theory and practice is key to developing the Government's vision of a degree led workforce. Building competencies within the work-place naturally involves engaging in the key skills which support employment i.e. leadership, teamwork, problem solving etc. In addition students are invited to a digital literacy course (non-credit bearing) in the summer preceding the start of their course (at University or online) where they will engage in media communication skills, information technology and digital literacy and information management skills. These will then further be reinforced in the online learning environment.

Where key skills are present within a specific module these are indicated on the Module Specifications.

20.3 Online Learning

Students are introduced to online study through a Digital Literacy course before commencing their studies (see 26.3). The aim of this course alongside the one week induction is to prepare students for the variety of learning methods online study

encompasses. Students are encouraged to explore Moodle, engage with tutors and each other using a variety of means so that any issues can be resolved before engaging with the module content.

Students will work with the online course materials through self-directed study at a time and pace which is convenient to them. A structure is incorporated into the course materials to guide students through the learning experience and to encourage students to study on a regular basis. Students are required to study within the course structure in a timely manner i.e. they will be expected to study the content of a session within an allocated time (normally 2 weeks), however when and how they study within this time is flexible and decided by the student. Attendance online and engagement with the course materials are monitored by the programme team to ensure no student is left behind. Additional support and encouragement can be provided to students who need it to enable them to stay on track. Students are not able to access all course materials from the beginning of the programme. Students are provided with a timetable which details when modules are available and students must study each session before progressing to the next. Once a module session has been released it will remain available to students for the duration of their studies.

Online course materials are presented in a variety of formats to encourage ongoing engagement. Typically a session may consist of a video presentation, reading materials, online exercises i.e. a quiz, video clips, screencasts or podcasts. Students are directed towards and supported to access journal articles and e-books through the Resource Finder.

Alongside self-directed study students are encouraged to engage with the programme team and with each other using a range of communication tools. This engagement will be both to support learning through the discussion of course materials using chat forums, web conferencing and Skype and to support the sharing of experiences and work-based learning through forming an online community of practice. Interaction between students is facilitated and encouraged throughout the course through 'Sharing Practice' forums and through group work using wiki pages.

Students will also receive individual academic and pastoral support through communication tools such as e-mail, Moodle messaging and Skype.

21 Work based/placement learning statement

As this programme is delivered online and therefore attracts students from across the U.K. and internationally it is not feasible to provide the placement opportunities you would traditionally find in childhood/education programmes. However, the link to the workforce is key to delivering effective programmes at undergraduate level and is required to support the Government's objective of a degree led workforce. Therefore, this programme has a work requirement of a minimum of 8 hours per week to enable students to make the connections between the knowledge content of the modules and their practice. This work requirement can be either paid or voluntary. This includes an

expectation that students will dedicate a minimum of 2 hours per week to link the specific content of modules to the workplace and to enable effective completion of assignments by drawing on and reflecting on practice. This engagement with practice provides the foundation for online discussion within each of the module sessions.

Students will be asked to confirm their position within a setting prior to commencing the course and asked to complete a Learning Agreement with their employer (where appropriate) as confirmation of their working/volunteer status.

There is no restriction on a student changing jobs (within the children's workforce) or varying their hours of work once the course has started as long as they meet the minimum requirements of 8 hours. Should employment or a voluntary placement break down the student is encouraged to discuss the situation with the Programme Leader as options may be available to rectify the situation dependent of the stage of the course. For example a student may be able to complete the course without further employment if they are near completion. However, it is the student's responsibility to maintain or seek further voluntary and/or paid employment to ensure they meet the requirements of the course. Failure to do so may require the student to suspend their studies until the situation is rectified.

It is the student's responsibility to meet the 8 hour practice requirement for the duration of the course. Employers will be provided with contact details of the Programme Leader on the Learning Agreement should they have concerns about any aspect of the programme. However the University cannot get involved in employment issues as this forms the students primary employment and any disputes are beyond the scope of the Programme Leaders role.

22 Welsh medium provision

The University is committed to expanding Welsh medium provision and there is opportunity for students to submit all assessment in Welsh.

Throughout the programmes reference is made to Welsh context, policy and legislation.

23 Assessment strategy

The assessment tasks, set over the duration of the programme, are designed to develop and build upon a wide range of personal and professional skills, whilst strongly reinforcing links between theory and practical application. The assessment methods chosen have been designed to reflect the changing role of the professional, their ongoing academic achievement, as well as embracing the need for evaluation and reflection throughout.

23.1 Criteria for Devising Assignments

They will :

- be appropriate to undergraduate levels four, five and six and are based on the Credit and Qualification Framework for Wales (2015) and the UK Quality Code for Higher Education (2014)
- provide realistic scope that allows the candidate to relate to the aims and outcomes of the module
- clearly state the expectations of the assignment and the methodologies to be used
- use valid and reliable techniques of assessment,
- not be focused too narrowly
- allow the candidate to demonstrate his/her analytical and reflective skills
- allow candidates to integrate theory with practice and draw upon their own direct, personal, and professional experience
- give opportunity for the candidate to demonstrate his/her own professional development
- encourage consideration of equality of opportunity and anti-discriminatory practice
- maintain ethical standards of confidentiality
- be appropriate and sensitive to the needs of the children's workforce

23.2 Assessment Loading

To enable students to make the transition from level 3 study to level 4 academic study an assessment word count of 3000 words per 20 credits has been adopted. At levels 5 and 6 students are expected to make a transition to more independent learning and to manage assessments with more complexity and scope. To enable this the assessment word count will be 4000 words per 20 credits.

23.3 Assessment Feedback

A clear feedback strategy is presented to students at the beginning of the programmes. This strategy is based on the understanding that 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 intended module learning outcomes and 'closing the gap' comments offered to guide students in their learning and progress.

A generic assessment rubric is used across all levels of study and this is based on the development of key academic skills (see appendix 2 for a level 4 example). This is used in addition to feedback/feedforward.

All student work and feedback will be submitted and returned electronically using Moodle.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
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EDC424 Understanding the Child and Childhood	100% Essay	3000 words	January (yr1)
EDC427 Safeguarding Children	100% Report	3000 words	January (yr1)
EDC428 Academic Skills for Practitioners	100% Coursework	3000 words	April (yr1)
EDC430 Child Development and Learning	100% Case Study	3000 words	May (yr1)
EDC431 Behaviour and Individual Differences	100% Assessed Discussion	3000 words	May (yr1)
EDC432 Perspectives on Play	100% Coursework	3000 words	January (yr2)
EDC533 Children and Families in Society	100% Essay (Analysis of Newspaper Article)	4000 words	January (yr2)
EDC535 Children's Rights and Welfare	100% Critical Reflection	4000 words	May (yr2)
EDC534 Special Educational Needs and Disability (SEND)	100% Assessed Discussion	4000 words	May (yr2)
EDC531 Exploring Research Skills	100% Case Study	4000 words	January (yr3)
EDC537 Research in Practice	100% Project	4000 words	May (yr3)
EDC536 Education and the Curriculum	100% Case Study	4000 words	January (yr3)
EDC627 The Global Child	100% Comparative Report	4000 words	May (yr3)
ECS604 Key Debates in Childhood Today	100% Literature Review	4000 words	December (yr4)
ECS608 Research Project	10% Research proposal 90% Research project	1000 words 7000 words	January (yr4) May (yr4)
EDC628 Social Justice, Equality and Diversity	100% Essay	4000 words	January (yr4)
EDC629 Technology in Education	100% Reflective Report	4000 words	May (yr4)

24 Assessment regulations

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Derogations

No derogations

Non-credit bearing assessment

There are no non-credit bearing assignments which form a compulsory requirement for successful completion of the programme.

Borderline classifications (for undergraduate programmes only)

Only the following rounded marks will be regarded as “borderline”:

- 38% Borderline Class III
- 48% Borderline Class II(ii)
- 58% Borderline Class II(i)
- 68% Borderline Class I

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the Research Project or other substantial module is within the higher classification.

Restrictions for trailing modules (for taught masters programmes only)

Not applicable.

25 Programme Management

Programme leader

The Programme Leader is responsible for maintaining an overview of the delivery and administration of your programme of study. The Programme Leader is assisted by the other members of the Programme Team.

The Programme Leader for BA (Hons) Childhood, Education and Welfare is Liz Sheen. Liz has a B.Ed Primary Education and an NVQ 4 in Children’s Care, Learning and Development. She has experience of primary teaching and working for NCMA supporting Childminders as a Network Co-ordinator.

Liz has recently gained an MSc in Learning and Technology and has more than 9 years’ experience in developing and delivering online programmes.

Programme team

Head of School:	Simon Stewart
Associate Head of School:	Sue Horder
Programme Lead:	Liz Sheen
Module Lead:	Kate Wagner
Module Lead:	Kelly Smith
Learning Technologist:	Thomas Llywarch

Quality management

25.1 Programme Team Meetings

The programme team hold Programme Board meetings in each semester the programme is run where various operational and strategic issues are discussed. This is also the forum for the discussion of end of module feedback, the Annual Monitoring Report (AMR) and External Examiner Report with the programme team.

Informal team meetings are held on a weekly basis (as required) to deal with ad hoc issues as and when they occur.

25.2 Student Voice Forum (SVF)

These meetings take place twice per year and are in line with Glyndŵr University policy. As students study online feedback is collected electronically. All students are provided with details on the purpose and process of the SVF. Students then have an opportunity to provide feedback by e-mail to the course administrator who collates and anonymises the information before passing to the programme leader. The Programme Leader then produces a report for students which acknowledges their comments and addresses their concerns.

25.3 Feedback from students and other stakeholders.

Feedback is formally collected from students at the end of each module using an online Student Experience of Module (SEM) survey in Moodle. The results of the survey are downloaded, collated and discussed with tutors individually. General comments from the collated feedback would be shared with all tutors during the Programme Board.

Any pressing issues raised by students in the feedback would be addressed immediately through e-mail with the applicable cohort. Any non-urgent issues would be addressed as part of the SVF report.

Due to the online collaborative nature of the programmes students also have an ongoing means of providing informal feedback through various chat forums and tutor/student messaging. Students frequently communicate their thoughts about the course and the module content which enables the Programme Leader and Module Leaders to be proactive in supporting students as and when issues arise.

As there is a requirement that students undertaking the degree are in employment our students have a direct link to our stakeholders or are themselves a stakeholder. Feedback regarding the programmes often refers to the link between the course and the requirements of the workplace. This enables us to continually adapt our module materials to ensure currency.

25.4 Content Review

The content of the programmes are reviewed annually in line with the AMR process, student feedback and workforce developments and any necessary changes are made in consultation with the external examiner using the AM1 or AM2 (minor and major modifications) process as presented in the University regulations.

25.5 External Examiner

An External Examiner is appointed to the programmes and will see samples of assessment from across all levels. Feedback on work sampled in accordance with University regulations is fed back to the programme team for action/consideration and response, which subsequently informs the Annual Monitoring Review.

A copy of the External Examiners report and reply is made available to students on Moodle.

Research and scholarship activity

The programme team's research and scholarly activity underpins the overall teaching on the programme. Specific research and scholarly activity is presented in individual staff CV's (see additional document), but an overview of how some of this activity underpins the programme content will be provided here.

All team members either hold or are working towards a postgraduate qualification relevant to the subject area. Areas of research currently engaged in by members of staff include:

- MA Sociology of childhood and children's rights at institute of education, UCL
Research areas: generational order, children's spaces and places, power differentials between childhood and adulthood (complete)
- MA Education, Research area: Feedback (ongoing)
- MSc Learning and Technology (complete)
Research areas: The use of conditional completion and conditional release activities to support students to manage the learning process in Moodle
- PhD (ongoing): The use of video to support students learning within a Virtual Learning Environment.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub

- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Students requiring additional study skills support can access the study skills team through telephone or by Skype. Online students have the same access to student support as available to those on campus.

School support for students

26.1 Tutor Support

Academic and personal support, whether delivered in person or through the VLE, will be a central premise upon which the programme is built. The students will come from a wide range of personal and professional contexts, having reached different points in their professional careers in different institutions and systems, and having different personal circumstances. This calls for a flexible, adaptive and frequently personal approach to pastoral and welfare support by staff. The primary point of academic support for all students will be from the Module Tutor and pastoral support from the Programme Leader or other member of the staff team to whom they have formed a relationship.

The team do not impose a member of staff to provide pastoral care as student retention is best obtained by supporting a relationship between the student and member of staff with whom they feel most comfortable online. This requires some flexibility on behalf of the programme team facilitated by the Programme Leader to ensure equity and fairness.

Students are encouraged to use the Module Tutor who will be marking their assignment as their first point of contact for academic guidance and support, since this is someone who will be familiar with their professional and academic context. Again, if appropriate, the Programme Leader will also be available. In those instances where, for whatever reason, a student has difficulties completing a module, we provide support as appropriate. Where the difficulty is not academically related and the nature of the issue lies outside the remit of the tutor or Programme Leader, we refer the individual to appropriate support groups, either inside or outside the University.

Students have different initial points of contact at different times during their studies. It is expected that the main methods of communication will be via Moodle using messaging and by e-mail and telephone/Skype. Each Module Tutor will be the student's initial contact point during the time they are studying that module. Once a student embarks upon the research project, the research supervisor will become that student's tutor for the remainder of the programme. The student may, at any time, approach the

University's student support groups or the Programme Leader for guidance as and when appropriate.

For all students, there will be clearly defined paths of access to Module Tutors, Programme Leader, Academic Head and staff within the Student and Programmes Centre. All students will receive a Student Handbook at the commencement of their studies.

Programme specific support for students

26.2 Resources

At the beginning of their studies students will receive clear guidance on how to access electronic resources via the Resource Finder. Training is provided as part of the Digital Literacy course and screencasts are provided as part of induction week. The students are provided with a list of available e-books relevant to the subject area to which the University subscribes and can be accessed through Dawson Books.

Students are also guided to access the most suitable and relevant journals according to the level of their study.

Each module will have at least one essential text which can be accessed through Athens. The recommended reading list will also contain a number of e-books currently subscribed to by the University.

The school of Social and Life Sciences continually strive to add to the e-book resources available to students.

Students may also request a Sconul card which will allow them access to University libraries close to where they live.

Students may make further use of library services by contacting the library staff by e-mail or telephone.

26.3 Digital Literacy

Before starting an online course for the first time students are invited to a digital literacy course at Glyndŵr University (or online) to develop the skills needed to study successfully in an online environment. This is the first stage of building a community of practice and a support network amongst students and tutors so that they are able to concentrate on the course content rather than the additional pressure that working in a new technological environment can bring.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The online programme has been specifically devised based on the Universal Design for Learning principles (CAST, 2011).

- Provide multiple means of representation
- Provide multiple means of action and expression
- Provide multiple means of engagement

This means that, where possible, specific actions have been taken to allow the course materials to be accessed by a wide range of students regardless of need. This has been achieved through the inclusion of video with audio and transcript. Providing audio for text only sections of the course and ensuring a mixed delivery method within the course sessions to provide variety. Students will also be encouraged to use a variety of means to record evidence for their professional portfolio, including audio and video when appropriate.

CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.

