# PART TWO

## PROGRAMME SPECIFICATION

| | |
|---|---|
| **Awarding body/institution** | Glyndŵr University |
| **Teaching institution** (if different from above) | N/A |
| **Details of accreditation by a professional, statutory or regulatory body** (including link to relevant website) | Module EDP 622 (Supporting Pupils with Specific Learning Needs / Dyslexia): British Dyslexia Association (http://www.bdadyslexia.org.uk/quality-mark-and-accreditation.html) |
| **What type of accreditation does this programme lead to?** | One module (Module EDP 622: Supporting Pupils with Specific Learning Needs / Dyslexia) is British Dyslexia Association: ALSA accredited. |
| **Is accreditation in some way dependent on choices made by students?** | Yes (Module EDP 622: Supporting Pupils with Specific Learning Needs / Dyslexia) |
| **Final award/s available**<br><br>eg BSc/DipHe/CertHE | BA (Hons) Education Studies<br><br>~~~~~~~~~~<br><br>BA (Ordinary) Education Studies |
| **Award title** | BA (Hons) Education Studies |
| **JACS 3 code** | X370 |
| **UCAS code** (available from Admissions) | |
| **Relevant QAA subject benchmark statement/s** | Education Studies (2007) |
| **Other external and internal reference points used to inform the programme outcomes** | <ul><li>QAA Framework for higher education qualifications in England, Wales and Northern Ireland</li><li>QAA Code of practice for the assurance of academic quality and standards in higher education</li><li>Credit and Qualifications Framework for Wales</li><li>Glyndŵr University's Academic Regulations</li><li>Glyndŵr University's Learning, Teaching and assessment Strategy</li><li>Glyndŵr University's Assessment for Learning: Guiding principles for good practice</li><li>Glyndŵr University's Academic Quality Handbook</li><li>British Dyslexia Association: ALSA</li></ul> |

| Mode/s of study *(p/t, f/t, distance learning)* | Full time and part time |
|---|---|
| **Language of study** | English |
| **Date at which the programme specification was written or revised** | May 2013 |

## Criteria for admission to the programme

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

Entry to the programme will be in accordance with institutional requirements for undergraduate admissions. Students wishing to undertake the BA (Hons) Education Studies degree will have obtained a Foundation Degree in Learning Support, or a similar qualification deemed equivalent by the programme team. Those students who do not hold this formal qualification, or who have only obtained vocational qualifications, will be directed towards the FdA award.

Due to the vocational nature of the programme, all students joining the programme will be in current practice with children, young people or vulnerable adults. Practice will be deemed to include voluntary as well as paid work. Practice settings will include a broad range of educational settings such as primary schools, pre-school settings, secondary schools and out of hours learning activities. Although practice in the work setting will only be assessed if a student enrols for the 'Supporting Pupils with Specific Learning Difficulties / Dyslexia' module (optional), all students will need to be able to offer a critical understanding of the relationship between theory and practice, in assessment tasks. A further condition of entry is the requirement for all applicants to demonstrate that they hold a current Disclosure Barring Service check. This condition applies throughout the duration of the programme. Any change in circumstances or eligibility in relation to the DBS check must be communicated to the Programme Leader without delay.

Admission onto the course will be via an application and interview process. For non Glyndŵr

University Foundation Degree applicants, admission to the programme will need to comply with the University's AP(E)L process. A non Glyndŵr University Foundation Degree student would not have the option to exit the programme with an Ordinary classification degree.

## Aims of the programme

The underpinning programme aims reflect the common core of knowledge, skills, values and attitudes required by those working with children, young people or vulnerable adults in schools and other areas of children's services.  In particular, the programme aims to equip learners with the knowledge, understanding, qualities and skills associated with their area of practice.  The aims of the programmes are outlined below.

**Programme Aims BA (Hons) Education Studies**

This programme aims to:

- develop learners knowledge, skills, values and attitudes required by those working with children, young people or vulnerable adults in schools, other areas of children's services, settings and post 16 providers;
- adhere to the principles set out in the University's document detailing the attributes of the Glyndŵr graduate;
- promote the attainment of the skills and knowledge required to gain appropriate professional status in their setting;
- provide learners with the skills to communicate and engage effectively with children, young people and vulnerable adults;
- promote understanding of the needs of the individual, the setting, children, young people and vulnerable adults to support their development as well as promoting their welfare;
- enable learners to engage in a multi-agency / professional approach to children's services;
- develop knowledge, understanding and skills in relation to the preparation, planning, delivery and evaluation of a broad, balanced and relevant curriculum that meets the needs of learners;
- provide opportunities to engage with and reflect upon their own personal and professional learning through further study and to enhance their professional practice;
- apply the principles of evidence informed and ethical practice;
- provide opportunities to explore theoretical concepts and work-based practice in a research context;
- equip learners with transferable skills including ICT; teamwork; problem solving,

evaluation and communication to enhance practice in a diverse range of settings;
- develop personal and professional skills and confidence.

## Distinctive features of the programme

The BA (Hons) Education Studies provides a coherent and responsive educational experience for those with an interest in educational policies and practice. Furthermore, because this programme has been designed as a continuation from the Foundation Degree in Learning Support, skills retention is an integral aspect of the aim to promote the development of student's professional identity. The FHEQ states that holders of the Honours Degree '…. will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively'.

Key distinctive features of the programme have been identified as including:

1. Relevance to the work place: the programme has been designed by a programme team that offers experience across all phases of learning and the lifelong learning sector. Current policy and the changing nature of: (i) settings; (ii) children's services; (iii) workforce demands have been taken into account.

2. Skills for the workplace: The skills and knowledge students gain through undertaking these programmes must be applicable not only to the situations experienced whilst completing their studies but also extend to any future work opportunities they may be offered. This is a key element underpinning module design.

3. Prior experience and learning: Students want their past and current experiences acknowledged and the chance to enhance those experiences in the light of new learning. They also value the opportunity to learn from each other. This programme is market led, rather than product driven, in line with the University's mission.

4. Linking theory to practice: Partners express the importance of embedding theory into practice, which supports the gaining of new knowledge and skills to underpin existing experience.

5. The intention is to open up the possibility of collaborative learning with students from different programmes sharing module delivery to extend the opportunities for co-constructed learning.

6.      This programme is designed to appeal to participants who may be unsure of particular career progression and wish to keep their options open, within the education sector. In some cases, the occupational outcome may be contingent upon further postgraduate study, including onto a PGCE (Initial Teacher Training) or a PGCE (PCET); or onto an MA in a related field. Among the possible occupations that an Education Studies degree will support are: vocational training and development work; learning support, special educational needs, including out of school hours provision; youth and community work; social work; roles within charitable organisations; work in child and family settings; health and welfare promotional work; consultancy and educational research.

7.      The option to undertake a module (Supporting Pupils with Specific Learning Difficulties / Dyslexia) that will lead to an accreditation by the BDA for ALSA.


This programmes offers students the opportunity to:

- develop an understanding of the expectations of their role;
- benefit from supported professional development and training that will enable them to undertake their professional role more effectively, which reflect the attributes of the Glyndŵr graduate;
- receive advice on choices relating to further study and career development;
- gain from the vocational focus of the programme and the increased relevancy of programme content, allowing relationships between theory and practice to be understood and applied.

The module content of the programmes are in line with the recommendations made in the 2010 Estyn Report on education in Wales (reiterated in recent speeches by the Assembly Minister for Education) and the on-going consultation of the Welsh Government with regard to professional standards in education.


In particular students will:

- complete a higher education qualification whilst continuing in work;
- develop their study and ICT skills;
- broaden their understanding of their role in the education and children's services;
- increase their understanding of the learners' development and the multi-agency educational system;
- be able to access a variety of routes into a career in education.


The programme will add to the suite of programmes, devised by the Department of

Education, to support the work of education and multi-agency professionals, in the support and learning of pupils, young people and vulnerable adults.   It develops the Department's strategic plan and advances the work of the Continuing Professional Development (CPD) Regional Committee that agrees CPD needs for North East Wales.

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

The programme is designed as a flexible programme with a modular structure that will be offered full and part time. The programme will run over one academic year full time and fifteen months part time. This follows the traditional three school terms to mirror the employment situation of students. The programme will commence in the September of each year with final completion being achieved in July of the following year for full time students. Part time students will complete fifteen months after commencement, in the December of the following year.  One entry point will be available annually (September).

The maximum period of registration will not be expected to exceed five years. Should a student choose not to complete 120 credits at level six, there will be an exit point on completion of 60 credits with a BA (Ordinary) Degree.  On successful completion of level six (120 credits), students will be awarded the BA (Honours) Degree.  A non Glyndŵr University Foundation Degree student would not have this option, as previously stated on page 10.

In general terms, the curriculum is structured so that at level six, modules are designed to explore complex and challenging concepts as well as providing opportunities for consolidation and breadth. Students will be encouraged to develop more questioning and self-reliant attitudes towards:
- subject material;
- independent thought and judgement;
- skills in research, critical evaluation and analysis;
- leadership, team working and networking skills;
- critical investigations of the relationship between theory and practice.

Participants will undertake five core modules at level six plus one optional module, dependent upon their career aspirations / particular areas of interest. Students will be asked to identify their first, second and third preferences for options. This is in line with current practice within the Department of Education. As stated above (page 10), in line with most degree programmes, for Glyndŵr University Foundation Degree graduates, there is more

than one exit point. The intermediate award available is as follows:
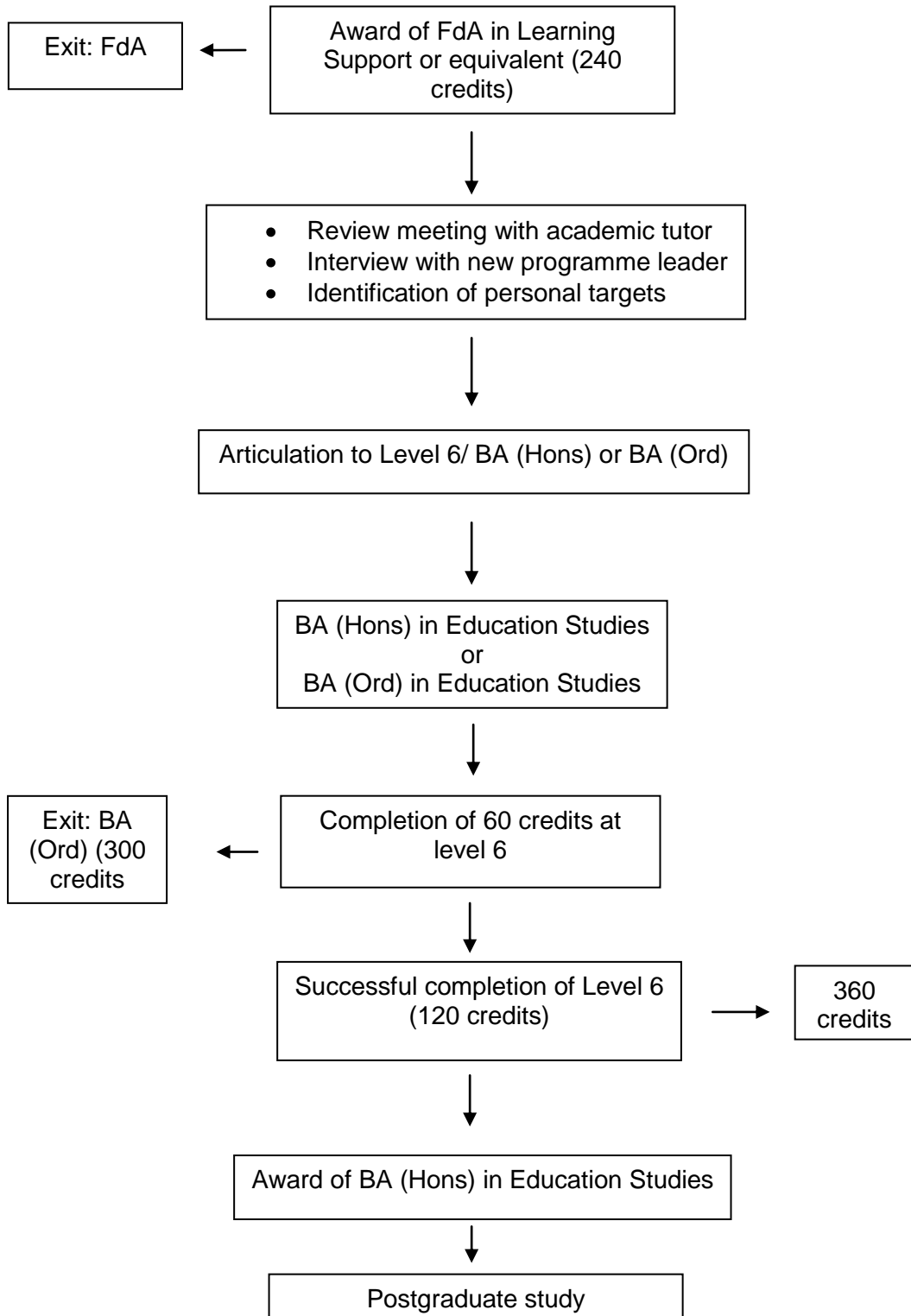
**BA (Ordinary): Education Studies**

Requires the successful completion of 60 Credits at level six.

The programme has been designed to integrate taught activities with the considerable learning that takes place in the work place. Assessment tasks are designed to develop and build upon a wide range of personal and professional skills, whilst reinforcing links between theory and practical application. The assessment methods reflect the changing needs of the education workforce, progressive academic achievement, as well as embracing the need for evaluation and reflection throughout. Assessment criteria are informed by those developed by the University's Centre for Learning, Teaching and Assessment and drawn from the extensive work undertaken by the Higher Education Academy (HEA).

Students will be required to spend one afternoon/evening per week attending formal sessions at Glyndŵr University's Wrexham campus, or approved partner facility, to facilitate delivery of the weekly taught sessions, taking place over 12 weeks per term. In addition to this, two sets of two block days of delivery will be arranged (to fall within school half term breaks) to support learning. Two modules will be taught per term, providing a maximum of six modules over the period of study. All modules are 20 credit modules equating to a notional 200 learning hours. Directed learning will be specified in the taught modules. Individual module specifications indicate how teaching and learning are to be delivered.

In accordance with the University regulations, the skills and knowledge students gain through undertaking this programme will be applicable, not only to the situations experienced whilst completing their studies, but also to future work opportunities. The programme aims to acknowledge students' past and current experiences and offer an opportunity to enhance those experiences in the light of new learning. The opportunity to learn from each other is also significant in relation to co-operative and collaborative practice. Embedding theory into practice, which supports the gaining of new knowledge and skills to underpin existing experience, is a key factor for learners and employers.

**Progression routes for students following award of Award of FdA in Learning Support or equivalent (240 credits)**

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┌─────────────────┐        ┌──────────────────────────┐
│   Exit: FdA     │ ◄───── │  Award of FdA in Learning │
└─────────────────┘        │  Support or equivalent (240│
                           │        credits)           │
                           └──────────────────────────┘
                                       │
                                       ▼
                    ┌──────────────────────────────────────┐
                    │  • Review meeting with academic tutor │
                    │  • Interview with new programme leader │
                    │  • Identification of personal targets  │
                    └──────────────────────────────────────┘
                                       │
                                       ▼
                    ┌──────────────────────────────────────┐
                    │ Articulation to Level 6/ BA (Hons) or │
                    │            BA (Ord)                   │
                    └──────────────────────────────────────┘
                                       │
                                       ▼
                    ┌──────────────────────────────────────┐
                    │   BA (Hons) in Education Studies      │
                    │                or                     │
                    │   BA (Ord) in Education Studies       │
                    └──────────────────────────────────────┘
                                       │
                                       ▼
┌─────────────┐           ┌──────────────────────────┐
│  Exit: BA   │ ◄──────── │  Completion of 60 credits │
│ (Ord) (300  │           │       at level 6          │
│  credits    │           └──────────────────────────┘
└─────────────┘                        │
                                       ▼
                    ┌──────────────────────────┐        ┌──────────┐
                    │ Successful completion of  │ ─────► │   360    │
                    │   Level 6 (120 credits)   │        │ credits  │
                    └──────────────────────────┘        └──────────┘
                                       │
                                       ▼
                    ┌──────────────────────────────────────┐
                    │ Award of BA (Hons) in Education Studies│
                    └──────────────────────────────────────┘
                                       │
                                       ▼
                    ┌──────────────────────────┐
                    │    Postgraduate study     │
                    └──────────────────────────┘
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**Proposed programme structure for level 6: BA (Hons) Education Studies full time provision**

| September – December | January – April | May - July |
|---|---|---|
| Module 1 core:<br>Journal Review and Evaluation (EDP614)<br>(20 credits)<br>Peter Gossman | Module 3 core:<br>Negotiated Learning (EDP624)<br>(20 credits)<br>Sue Horder (Jane Bulkeley and Peter Gossman to provide tutorial support) | Module 5 core:<br>Literature Review and Analysis (EDP623)<br>(20 credits)<br>Jane Bulkeley |
| Module 2 core:<br>Philosophy of Education (EDP615)<br>(20 credits)<br>John Luker | Module 4 optional choice:<br>(20 credits)<br>• Comparative Education (SH) (EDP617)<br>• Curriculum in Context (JL) (EDP618)<br>• The Social Context of Education (JB) (EDP619)<br>• Learning Through Mentoring and Coaching (JL) (EDP620)<br>• Counselling Skills Awareness (MG) (EDP621)<br>• Supporting Special Educational Needs (DG) (EDP625)<br>• Supporting Pupils with Specific Learning Difficulties / Dyslexia (DG) (EDP622) | Module 6 core:<br>Research Project (Poster and Abstract) (EDP626)<br>(20 credits)<br>Patrick Costello (Jane Bulkeley and Peter Gossman to provide tutorial support) |

**Option module leaders**
JB:      Jane Bulkeley
MG:     Marion Gossman
SH:     Sue Horder
JL:      John Luker
DG:     Dominic Griffiths (will take up post in July 2013)

**Proposed programme structure for level 6: BA (Hons) Education Studies part time provision**

| September – December | January – April | May - July | September – December |
|---|---|---|---|
| Module 1 core:<br>(Journal Review and Evaluation (EDP614)<br>(20 credits)<br>Peter Gossman | | Module 4 optional choice:<br>(20 credits)<br><br>• Comparative Education (SH) (EDP617)<br>• Curriculum in Context (JL) (EDP618)<br>• The Social Context of Education (JB) (EDP619)<br>• Learning Through Mentoring and Coaching (JL) (EDP620)<br>• Counselling Skills Awareness (MG) (EDP621)<br>• Supporting Special Educational Needs (DG) (EDP625)<br>• Supporting Pupils with Specific Learning Difficulties / Dyslexia (DG) (EDP622) | Module 5 core:<br>Literature Review and Analysis (EDP623)<br>(20 credits)<br>Jane Bulkeley |
| Module 2 core:<br>Philosophy of Education (EDP615)<br>(20 credits)<br>John Luker | | | Module 6 core:<br>Research Project (Poster and Abstract) (EDP616)<br>(20 credits)<br>Patrick Costello (Jane Bulkeley and Peter Gossman to provide tutorial support) |
| | Module 3 core:<br>Negotiated Learning (EDP624)<br>(20 credits)<br>Sue Horder (Jane Bulkeley and Peter Gossman to provide tutorial support) | | |

**Option module leaders**

JB:      Jane Bulkeley
MG:      Marion Gossman
SH:      Sue Horder
JL:      John Luker
DG:      Dominic Griffiths (will take up post in July 2013)

## Intended learning outcomes of the programme

**Intended learning outcomes BA Education Studies (Ordinary Degree)**

*All students completing the Ordinary degree programme will be able to:*

### (A) Knowledge and Understanding

A1 Demonstrate a systematic understanding and coherent and detailed knowledge of a range of key concepts and principles of education and the development of them.

A2 Critically analyse the complexities of the inter-relationship between educational theory, policy and practice.

A3 Demonstrate a comprehensive 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 Demonstrate a comprehensive knowledge and understanding of education and learning theories and pedagogical principles and their application in a range of learning and teaching contexts.

A5 Demonstrate a comprehensive knowledge and understanding of current issues in education.

A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education.

### (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 evaluate a range of theories related to learning, teaching and assessment in work-based practice.

B4 Critically challenge, 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 and practice.

C2 Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight.

C3 Critically apply a range of theoretical/conceptual frameworks to practice.

C4 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 collaboratively 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 and that of organisations.

D7 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings.

## Intended learning outcomes BA Education Studies (Honours Degree)

***All students completing the Honours degree programme will be able to:***

### *(A) Knowledge and Understanding*

A1 Demonstrate a systematic understanding and coherent and detailed knowledge of a range of key concepts and principles of education and the development of them.

A2 Critically analyse the complexities of the inter-relationship between educational theory, policy and practice.

A3 Demonstrate a comprehensive 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 Demonstrate a comprehensive knowledge and understanding of education and learning theories and pedagogical principles and their application in a range of learning and teaching contexts.

A5 Demonstrate a comprehensive knowledge and understanding of current issues in education.

A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education.

A7 Understand the nature of 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 evaluate a range of theories related to learning, teaching and assessment in work-based practice.

B4 Critically challenge, debate, appreciate and evaluate different viewpoints.

B5 Present substantiated and justified arguments.

B6 Apply research methodology, skills and ethical procedures within a small-scale research project.

B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research and literature.

### (C) Subject skills

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

### (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 collaboratively 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 work-based setting.
D6 Use ICT skills to support their own work and that of organisations.
D7 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings.
D8 Undertake and present a small-scale, practice based research project.

**CURRICULUM MATRIX** demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules for BA Education Studies.

| Level 6 | BA Education Studies (Honours Degree) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |
| Journal Review and Evaluation | C | * | * |  | * | * |  |  | * | * | * | * | * |  | * | * | * | * | * |  |  | * | * | * | * | * | * |  |
| Philosophy of Education | C | * | * | * | * | * | * |  | * | * | * | * | * |  | * | * | * | * | * |  |  | * | * | * | * |  | * | * |
| Negotiated Learning | C | * | * | * | * | * | * |  | * | * | * | * | * |  | * | * | * | * | * |  |  | * | * | * | * | * | * |  |
| Literature Review and Analysis | C | * | * |  |  | * |  |  | * |  | * | * | * |  | * | * |  |  | * | * | * | * |  |  | * |  | * |  |
| Research Project | C | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Comparative Education | O | * | * |  | * | * | * | * | * | * | * | * | * |  | * | * | * | * | * | * | * | * |  | * | * | * | * |  |
| Curriculum in Context | O | * | * | * | * | * | * |  | * | * | * |  | * |  | * | * | * | * | * | * | * | * | * | * |  |  | * | * |
| The Social Context of Education | O | * | * | * | * | * | * |  | * | * | * | * | * |  | * | * | * | * | * | * | * | * | * | * | * | * | * |  |
| Learning Through Mentoring and Coaching | O | * | * | * | * | * |  |  | * | * | * | * | * |  | * | * | * | * | * | * | * | * | * | * | * | * | * |  |
| Counselling Skills Awareness | O | * | * |  | * |  |  |  | * | * | * | * | * |  | * | * | * | * | * |  | * | * | * | * | * | * | * |  |
| Supporting Special Educational Needs | O | * | * | * | * | * | * |  | * | * | * | * | * |  | * | * | * | * | * |  | * | * | * | * | * | * | * |  |

| Supporting Pupils with Specific Learning Difficulties / Dyslexia | O | * | * | * | * | * | | | * | * | * | * | * | | * | * | * | * | * | | * | * | * | * | * | * | * | |
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## Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

In accordance with sound educational research and current best practice, the programme will be delivered through a broad range of learning and teaching strategies which are underpinned by the Department of Education's Teaching and Learning Strategy. From the very beginning students will start to take responsibility for their own learning and will become actively engaged in a variety of teaching and learning processes.

Students will benefit from a variety of learning and teaching strategies which will be chosen to best suit a range of learning needs and enhanced by the use of technology where and when appropriate to do so. Methods of delivery will be aimed at achieving the acquisition of relevant knowledge and understanding in order to develop an informed insight into current practice. The programme will develop through a blend of lectures, presentations, group-work activities, case study, guided reflection and independent study. Theoretical perspectives explored in taught sessions will enable students to reflect upon and share their experiences in the work-place and relate this to current thinking.

Students will be encouraged to develop their observational skills and to analyse their own practice and that of others. They will investigate which factors are influential in the educational development of the child, young person or vulnerable adult, as appropriate and how these can impact on the learning process. The teaching approach will often be activity based and participatory with students expected to take a full and responsible part. Prior reading will be specified and will be necessary for most sessions.

Throughout the programme, students will be encouraged to reflect critically; to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own, informed conclusions. They will evaluate the ways in which knowledge and understanding, developed through the different modules, may be linked to theoretical concepts and practice in their educational setting. They will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation. The learning and teaching experience, both theoretically and practically, will offer a range of opportunities to develop the skills of the reflective practitioner, a theme which is integral throughout all modules within the programme.

Within the programme, modules are structured to allow students to be flexible and enable them to develop individually. This process is supported by a tutorial system centred on an

academic tutor system. Tutorials are an essential part of the monitoring and guidance mechanism within the programme and the academic tutor will be a member of the programme team. Academic tutors are available to discuss both academic and / or programme issues and can be contacted by telephone and/or email as well as set tutorial appointments.

Academic tutors have an important role in helping to make clear the requirements and choices within the programme and to assist students in the establishment of individual learning patterns. Students' work will be reviewed and discussed in the broader context of their career aspirations.

The majority of the students' workload will maintain a balance between theory and practice, and will be supported by theoretical aspects which underpin and inform their study. Most modules will commence with a key lecture and will then involve students in information gathering (research methodology) and further development through reflective practice. Those modules which require the development of practical skills, will have teaching methods that help students to gain proficiency in these areas. For example, modules which involve improving their professional practice or management skills might involve them in making visits to other settings. Visits to course related exhibitions will be encouraged. The modules will also be supported by guest lecturers and professional practitioners.

Becoming a graduate is not just about collecting grades at the end of the programme. It is about personal development, becoming an independent learner, a self-starter and someone who is prepared to lead others and work on their own initiative. The programme is also about developing these all-important personal skills.

All students will be inducted in and encouraged to use the University's VLE (Moodle) and the use of technology will be implemented to enhance teaching and learning as appropriate, including the use of e-books, digitised chapters from core texts and Internet based materials. Students are encouraged to utilise Moodle as a tool for developing an on-line community for learning, as a means of supporting classroom-based sessions as well as accessing additional / complementary lecture materials and other information. An email address is also provided to all enrolled students, to enhance communication between tutors, mentors and students.

There are a range of approaches in which teaching and learning take place. These can include:

**Direct taught time / Lectures**

In all elements of the programmes, the module hours will provide the opportunity for direct teaching with a variety of exchanges between lecturers, individual students and / or groups of students. Members of the teaching team will include any of the programme leaders, module and / or subject tutors. Guest speakers will enrich the programme content as appropriate. Please see appendix 3 (page 95) for an indicative outline of the extended teaching calendar for 2013/14.

**Tutorials**

Tutorials are a significant teaching method. They are important for guiding students through the programmes and establishing and supporting individual learning patterns. One-to-one tutorials will provide students with the opportunity to receive constructive feedback from tutors. They are also the means by which personal research may be planned, directed and developed. They can also be used to formally communicate provisional assessment results throughout the course of study. Tutors will also make use of technology to formatively support students as and when opportunities arise to do so. Students will receive an individual tutorial at least three times a year with their academic tutor. Furthermore, work-based mentors will provide regular support and advice through the work place.

Group tutorials gather a number of students together under the co-ordination of a member of staff. Such groups may comprise students from both programmes and include students at different stages of learning within the programmes, who can all contribute to the event. The purpose of group tutorials is to present work in an open manner which encourages discussion and inquiring into work presented.

**Teaching Workshops**

Teaching workshops may involve specialist or guest lecturers who can introduce subject matter or an approach to the discipline within a short period of intensive study time using a variety of teaching and learning methods.

**Student-based learning**

Self-directed learning is an important part of the programmes and students will be encouraged to develop their ability to learn on their own. This will help them to take responsibility for and control over personal target setting. A range of strategies and resources will be used to encourage independent learning including library research and reading, use of computers, video and other visual aids, visual and internet research and

work-based research.

This can take on a variety of different forms, such as:

**Settings-based directed tasks**

These directed tasks will occur in all modules of the programme. Specific activities may be agreed for individuals or small groups and can be set over a short period e.g. one or two weeks or for longer periods. The information gathered in the workplace can be used in presentations to the whole group or as starting points for wider discussions.

**Task-related directed study/reading**

The settings-based directed tasks above are in contrast to task related directed study/reading which is more self-directed learning. These tasks will encourage and allow students to plan and negotiate their own learning agenda.

**Assignment and independent work**

Formal assignments are set for each of the modules. For each set assignment, students will receive a specification which will define the activities to be undertaken and the targets to be realised. The assignment will include a set of marking criteria to help the students to plan their work effectively. Students will need to work independently and make use of many of the same strategies as indicated above. The marked work will include an analysis by the marking tutor of the strengths and weaknesses of the assignment.

**Work- based learning**

WBL activities encourage students to see the workplace as a place to learn, practise and develop as an education support professional. The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA) Section 9: Work-based and placement learning defines WBL as follows:

*'Work-Based Learning is learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is usually achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, at its core, activities designed around the individual's occupation'.*

Although students will be encouraged to reflect upon professional experience, work-based learning is only a formal element within this programme for the optional module 'Supporting Pupils with Specific Learning Difficulties / Dyslexia'. It is intended that this optional module will be offered as a CPD module, for students not completing the full award.

**Work-based learning (WBL) for the optional module 'Supporting Pupils with Specific Learning Difficulties / Dyslexia':**

WBL is a necessary attribute of this BDA accredited module. All participants will already be in employment either in a paid or voluntary capacity within an appropriate environment. The student will have identified a work-based mentor who will support the participant whilst studying for this module. The mentor will be provided with training opportunities in line with the current practice of the Department of Education. This will enable them to carry out their role effectively. The Department of Education has a well-established partnership role with a range of settings and is well versed in liaison with work-based placements and quality assurance. The partnership office is central to this process.

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

1. provide general support and advice;
2. facilitate access to appropriate documentation;
3. support the student in achieving the directed study tasks;
4. help with basic time management.

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

**Welsh Medium Provision**

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

**Assessment strategy used to enable outcomes to be achieved and demonstrated**

The assessment strategies for this programme is informed by: (i) the QAA Code of practice for the assurance of academic quality and standards in higher education; (ii) Section 6: Assessment of students (September 2006), the Credit and Qualification Framework for Wales; (iii) Glyndŵr University's document Assessment for Learning: Guiding principles for good practice (October 2009); (iv) Glyndŵr University's Learning, Teaching and Assessment Strategy; (v) Glyndŵr University's Academic Regulations. In addition to these regulations and guidance, for the optional module, 'Supporting Pupils with Specific Learning Difficulties / Dyslexia', the BDA criteria for the accreditation also applies.

Assessment is more than simply a means by which tutors will arrive at a mark that expresses an evaluation of the students' learning.  Assessment is a vital part of the teaching/learning process and the feedback that is provided is a key element of the teaching provided by tutors, this will include formative assessment opportunities utilising appropriate technology (e.g. Moodle).

The programme integrates a variety of delivery methods and assessments.  Assessments will include a variety of formal, informal, formative and summative techniques. The assessment of each element of study will be specified within individual module specifications. Students will be informed of assessment criteria by individual module tutors when module assessment tasks are presented. These describe the characteristics of the performance necessary to achieve success in the module and at the appropriate level.  Details of the assessment tasks and marking criteria will be placed on the VLE (Moodle) for reference. These have been carefully devised to meet the outcomes of individual modules to encourage analysis and reflection whilst allowing individual students to draw upon their own personal and work-based experiences. As stated above, all students have the opportunity to submit their assessments in Welsh if they wish. This information will also be provided within a module handbook.

Among the methods of assessment used are essays, debates, critical commentaries, reflective reports, posters, oral examinations observational evaluations, problem-based learning, story board/sketch books and practice case studies. These are outlined within each module specification and mapped against modules in the assessment matrix.

**Assessment Matrix**

| Level 6 Modules | Core/ Optional | Credit value | Assessment | Weighting |
|---|---|---|---|---|
| Journal Review and Evaluation | C | 20 | • Essay<br>• Essay | 50%<br>50% |
| Philosophy of Education | C | 20 | • Presentation<br>• Essay | 40%<br>60% |
| Negotiated Learning | C | 20 | • Report | 100% |
| Literature Review and Analysis | C | 20 | • Literature Review<br>• Presentation | 75%<br>25% |
| Research Project | C | 20 | • Poster Presentation (and Abstract) | 100% |
| Comparative Education | O | 20 | • Oral Examination | 100% |
| The Social Context of Education | O | 20 | • Case Study | 100% |
| Curriculum in Context | O | 20 | • Presentation | 100% |
| Learning Through Coaching and Mentoring | O | 20 | • Essay | 100% |
| Counselling Skills Awareness | O | 20 | • Essay<br>• Learning log/Journal Report | 75%<br>25% |
| Supporting Special Educational Needs | O | 20 | • Case Study | 100% |
| Supporting Pupils with Specific Learning Difficulties / Dyslexia | O | 20 | • Portfolio | 100% |

The diversity of assessments used encourages the development of a range of skills, whilst allowing all students to build on their strengths. Varying the assessment tasks and ensuring the assessment is integral to the learning process and supports the completion of tasks. 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 within each module. As indicated above, students may submit assessments in Welsh. If students elect to do so, these will be marked by an appropriate tutor and feedback will be provided through the medium of Welsh.

The second marking process offers tutors the opportunity to confirm their interpretation of the criteria. The external examiner will sample work from modules across the programme enabling them to scrutinise the fairness of the marking and to make appropriate recommendations, where necessary.

The assessment schedule is set out below, adjacent to the proposed delivery schedule. The Programme Leader, in consultation with programme staff, will ensure that the scheduling of assessments is evenly distributed, to the benefit of the students. With a modular framework 'hot-spots' can occur. Students will be provided with the assessment timeline at the beginning of the programme to assist in their time management.

An integral part of these programmes 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, settings and their anonymity.

Indicative Delivery and Assessment Schedule for full time provision 2013/14

| Timetable week number | Date | Trimester teaching weeks | Student calendar | Staff calendar | Level 6: Indicative Delivery Schedule | | Assessment: Indicative Schedule |
|---|---|---|---|---|---|---|---|
| *2013-14 Academic Year Calendar - overarching framework* | | | | | | | |
| 1 | 29-Jul-13 | | | | | | |
| 2 | 05-Aug-13 | | | | | | |
| 3 | 12-Aug-13 | | | | | | |
| 4 | 19-Aug-13 | | | | | | |
| 5 | 26-Aug-13 | | | | | | |
| 6 | 02-Sep-13 | | | | | | |
| 7 | 09-Sep-13 | | | | | | |
| 8 | 16-Sep-13 | | | | Induction | Induction | |
| 9 | 23-Sep-13 | 1 | Teaching/induction | Teaching/induction | Journal Review and Evaluation | Philosophy of Education | |
| 10 | 30-Sep-13 | 2 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 11 | 07-Oct-13 | 3 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 12 | 14-Oct-13 | 4 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 13 | 21-Oct-13 | 5 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 14 | 28-Oct-13 | 6 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | JRE 1 |
| 15 | 04-Nov-13 | 7 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 16 | 11-Nov-13 | 8 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 17 | 18-Nov-13 | 9 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 18 | 25-Nov-13 | 10 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 19 | 02-Dec-13 | 11 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | JRE 2 |
| 20 | 09-Dec-13 | 12 | Teaching/exams | Teaching/Exams/Marking | Journal Review and Evaluation | Philosophy of Education | P of E 1 |
| 21 | 16-Dec-13 | | Christmas vacation | Marking | | | |
| 22 | 23-Dec-13 | | Christmas vacation | | | | |
| 23 | 30-Dec-13 | | Christmas vacation | | | | |
| 24 | 06-Jan-14 | 1 | Directed Study/Other activity | Marking/Pre board | Negotiated Learning | Option | |
| 25 | 13-Jan-14 | 2 | Directed Study/Other activity | Module board | Negotiated Learning | Option | P of E 2 |
| 26 | 20-Jan-14 | 3 | Directed Study/Other activity | Progression & Award Board | Negotiated Learning | Option | |
| 27 | 27-Jan-14 | 4 | Teaching/induction | Teaching/induction | Negotiated Learning | Option | |
| 28 | 03-Feb-14 | 5 | Teaching | Teaching | Negotiated Learning | Option | |
| 29 | 10-Feb-14 | 6 | Teaching | Teaching | Negotiated Learning | Option | |
| 30 | 17-Feb-14 | 7 | Teaching | Teaching | Negotiated Learning | Option | |
| 31 | 24-Feb-14 | 8 | Teaching | Teaching | Negotiated Learning | Option | |
| 32 | 03-Mar-14 | 9 | Teaching | Teaching | Negotiated Learning | Option | |
| 33 | 10-Mar-14 | 10 | Teaching | Teaching | Negotiated Learning | Option | |
| 34 | 17-Mar-14 | 11 | Teaching | Teaching | Negotiated Learning | Option | |
| 35 | 24-Mar-14 | 12 | Teaching | Teaching | Negotiated Learning | Option | O |
| 36 | 31-Mar-14 | 1 | Teaching | Teaching | Literature Review and Analysis | Research Project | |
| 37 | 07-Apr-14 | 2 | Teaching | Teaching | Literature Review and Analysis | Research Project | |
| 38 | 14-Apr-14 | | Spring vacation | | | | |

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|---|---|---|---|---|---|---|
| 39 | 21-Apr-14 | | Spring vacation | | | |
| 40 | 28-Apr-14 | | Teaching/exams | Teaching/Exams/Marking | | NS |
| 41 | 05-May-14 | 3 | Directed Study/Other activity | Marking | Literature Review and Analysis     Research Project | |
| 42 | 12-May-14 | 4 | Directed Study/Other activity | Marking /Pre board | Literature Review and Analysis     Research Project | |
| 43 | 19-May-14 | 5 | Directed Study/Other activity | Module board | Literature Review and Analysis     Research Project | |
| 44 | 26-May-14 | 6 | Directed Study/Other activity | Progression & Award Board | Literature Review and Analysis     Research Project | |
| 45 | 02-Jun-14 | 7 | Teaching | Teaching | Literature Review and Analysis     Research Project | |
| 46 | 09-Jun-14 | 8 | Teaching | Teaching | Literature Review and Analysis     Research Project | LR 1 (P) |
| 47 | 16-Jun-14 | 9 | Teaching | Teaching | Literature Review and Analysis     Research Project | |
| 48 | 23-Jun-14 | 10 | Teaching | Teaching | Literature Review and Analysis     Research Project | |
| 49 | 30-Jun-14 | 11 | Teaching | Teaching | Literature Review and Analysis     Research Project | |
| 50 | 07-Jul-14 | 12 | Teaching | Teaching | Literature Review and Analysis     Research Project | LR 2 |
| 51 | 14-Jul-14 | | Teaching | Teaching | | RP |
| 52 | 21-Jul-14 | | Teaching | Teaching | | |
| 1 | 28-Jul-14 | | Teaching | Teaching | | |
| 2 | 04-Aug-14 | | Teaching | Teaching | | |
| 3 | 11-Aug-14 | | Teaching | Teaching | | |
| 4 | 18-Aug-14 | | Teaching/exams | Teaching/Exams/Marking | | |
| 5 | 25-Aug-14 | | Directed Study/Other activity | Marking | | |
| 6 | 01-Sep-14 | | Directed Study/Other activity | Marking /Pre board | | |
| 7 | 08-Sep-14 | | Summer vacation | Module board | | |
| 8 | 15-Sep-14 | | Summer vacation | Progression & Award Board | | |
| 9 | 22-Sep-14 | 1 | Teaching/induction | Teaching/induction | | |

**Indicative Delivery and Assessment Schedule for part time provision**

| Timetable week number | Date | Trimester teaching weeks | Student calendar | Staff calendar | Level 6: Indicative Delivery Schedule | | Assessment: Indicative Schedule |
|---|---|---|---|---|---|---|---|
| | *2013-14 Academic Year Calendar - overarching framework* | | | | | | |
| 1 | 29-Jul-13 | | | | | | |
| 2 | 05-Aug-13 | | | | | | |
| 3 | 12-Aug-13 | | | | | | |
| 4 | 19-Aug-13 | | | | | | |
| 5 | 26-Aug-13 | | | | | | |
| 6 | 02-Sep-13 | | | | | | |
| 7 | 09-Sep-13 | | | | | | |
| 8 | 16-Sep-13 | | | | Induction | Induction | |
| 9 | 23-Sep-13 | 1 | Teaching/induction | Teaching/induction | Journal Review and Evaluation | Philosophy of Education | |
| 10 | 30-Sep-13 | 2 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 11 | 07-Oct-13 | 3 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 12 | 14-Oct-13 | 4 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 13 | 21-Oct-13 | 5 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 14 | 28-Oct-13 | 6 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | JRE 1 |
| 15 | 04-Nov-13 | 7 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 16 | 11-Nov-13 | 8 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 17 | 18-Nov-13 | 9 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 18 | 25-Nov-13 | 10 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | |
| 19 | 02-Dec-13 | 11 | Teaching | Teaching | Journal Review and Evaluation | Philosophy of Education | JRE 2 |
| 20 | 09-Dec-13 | 12 | Teaching/exams | Teaching/Exams/Marking | Journal Review and Evaluation | Philosophy of Education | P of E 1 |
| 21 | 16-Dec-13 | | Christmas vacation | Marking | | | |
| 22 | 23-Dec-13 | | Christmas vacation | | | | |
| 23 | 30-Dec-13 | | Christmas vacation | | | | |
| 24 | 06-Jan-14 | 1 | Directed Study/Other activity | Marking/Pre board | Negotiated Learning | Philosophy of Education | |
| 25 | 13-Jan-14 | 2 | Directed Study/Other activity | Module board | Negotiated Learning | Philosophy of Education | |
| 26 | 20-Jan-14 | 3 | Directed Study/Other activity | Progression & Award Board | Negotiated Learning | Philosophy of Education | |
| 27 | 27-Jan-14 | 4 | Teaching/induction | Teaching/induction | Negotiated Learning | Philosophy of Education | |
| 28 | 03-Feb-14 | 5 | Teaching | Teaching | Negotiated Learning | Philosophy of Education | |
| 29 | 10-Feb-14 | 6 | Teaching | Teaching | Negotiated Learning | Philosophy of Education | |
| 30 | 17-Feb-14 | 7 | Teaching | Teaching | Negotiated Learning | Philosophy of Education | |
| 31 | 24-Feb-14 | 8 | Teaching | Teaching | Negotiated Learning | Philosophy of Education | |
| 32 | 03-Mar-14 | 9 | Teaching | Teaching | Negotiated Learning | Philosophy of Education | |
| 33 | 10-Mar-14 | 10 | Teaching | Teaching | Negotiated Learning | Philosophy of Education | |
| 34 | 17-Mar-14 | 11 | Teaching | Teaching | Negotiated Learning | Philosophy of Education | |
| 35 | 24-Mar-14 | 12 | Teaching | Teaching | Negotiated Learning | Philosophy of Education | P of E 2 |
| 36 | 31-Mar-14 | 1 | Teaching | Teaching | Negotiated Learning | Option | |
| 37 | 07-Apr-14 | 2 | Teaching | Teaching | Negotiated Learning | Option | |
| 38 | 14-Apr-14 | | Spring vacation | | | | |

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|---|---|---|---|---|---|---|
| 39 | 21-Apr-14 | | Spring vacation | | | |
| 40 | 28-Apr-14 | | Teaching/exams | Teaching/Exams/Marking | | |
| 41 | 05-May-14 | 3 | Directed Study/Other activity | Marking | Negotiated Learning        Option | |
| 42 | 12-May-14 | 4 | Directed Study/Other activity | Marking /Pre board | Negotiated Learning        Option | |
| 43 | 19-May-14 | 5 | Directed Study/Other activity | Module board | Negotiated Learning        Option | |
| 44 | 26-May-14 | 6 | Directed Study/Other activity | Progression & Award Board | Negotiated Learning        Option | |
| 45 | 02-Jun-14 | 7 | Teaching | Teaching | Negotiated Learning        Option | |
| 46 | 09-Jun-14 | 8 | Teaching | Teaching | Negotiated Learning        Option | |
| 47 | 16-Jun-14 | 9 | Teaching | Teaching | Negotiated Learning        Option | |
| 48 | 23-Jun-14 | 10 | Teaching | Teaching | Negotiated Learning        Option | |
| 49 | 30-Jun-14 | 11 | Teaching | Teaching | Negotiated Learning        Option | |
| 50 | 07-Jul-14 | 12 | Teaching | Teaching | Negotiated Learning        Option | O |
| 51 | 14-Jul-14 | | Teaching | Teaching | | NS |
| 52 | 21-Jul-14 | | Teaching | Teaching | | |
| 1 | 28-Jul-14 | | Teaching | Teaching | | |
| 2 | 04-Aug-14 | | Teaching | Teaching | | |
| 3 | 11-Aug-14 | | Teaching | Teaching | | |
| 4 | 18-Aug-14 | | Teaching/exams | Teaching/Exams/Marking | | |
| 5 | 25-Aug-14 | | Directed Study/Other activity | Marking | | |
| 6 | 01-Sep-14 | | Directed Study/Other activity | Marking /Pre board | | |
| 7 | 08-Sep-14 | | Summer vacation | Module board | | |
| 8 | 15-Sep-14 | | Summer vacation | Progression & Award Board | | |
| 9 | 22-Sep-14 | 1 | Teaching/induction | Teaching/induction | | |

## Assessment regulations that apply to the programme

The University's regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

There are no requests for derogations from regulations.

All assessments are associated with the gaining of credits.

In the case of borderline classifications, the substantial module will be the 'Research Project' module. The classification will be raised to the next level if the following criteria are met:

- the mark for the substantial module falls within the higher classification;
- at least 50 per cent of the credits at level six fall within the higher classification;
- all level six modules have been passed at the first attempt.

| Programme Management |
|---|

**The Programme Team**

Dr Jane Bulkeley (Programme Leader Designate/Module Leader)

Professor Patrick Costello (Module Leader)

Marion Gossman (Module Leader)

Dr Peter Gossman (Module Leader)

Dr Dominic Griffiths (Module Leader)

Sue Horder (Module Leader)

John Luker (Academic Tutor/Module Leader)


Copies of Curriculum Vitae for academic members of staff are available electronically.


It is also anticipated that guest lecturers from specialist backgrounds will support the delivery of the programmes as appropriate to individual module content.


**Quality Assurance**

The programme will come under the auspices of all of Glyndŵr University's Quality Assurance systems and the University will be responsible for the academic quality of the provision, together with central administrative and financial support.  In addition, the QAA Codes of Practice, the Framework for HE Qualifications and the Credit and Qualification Framework for Wales, have been considered during the process of programme design. Glyndŵr University's Academic Regulations, Standing Orders and Procedures provide a regulatory framework for all academic awards and should be read in conjunction with this proposal.


The **Programme Leader** is a Senior Lecturer within the Department of Education who reports to the Dean of Education.

The Programme Leader is responsible for admissions, supported by other member of the programme team.   The programme team will be involved in open day events and interviewing applicants.


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;
- nomination 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 marketing activities.

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

**Students** are responsible for:
- managing their time effectively to enable them to carry out required coursework/ assignments/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 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, Student Evaluation of Modules (SEM) quality assurance questionnaires and the National Student Survey (NSS). 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, as required and in accordance with University regulations, to consider the assessment results and consider feedback from External Examiners on the progress and development of the programme.

Reflective practice and self-evaluation is critical to ensuring the development and quality of the programme.  In addition to the usual planning, delivery and review cycle undertaken by tutors as an integral part of practice, students will have the opportunity to contribute to the evaluation of their programme.   Informal opportunities will include:

- discussions between module tutors;
- between tutors and students;
- between tutors and external partners in the programme.

More formally, student opinion will be canvassed through SEMs for each module while tutors will engage in peer observation to inform reflective practice and professional development.

In addition, a Staff/Student Consultative Committee (SSCC) will be established for the programme and meetings held through the year, providing students with the same opportunities as peers on other undergraduate programmes.  The Programme Leader will arrange for elections for student representatives and convene meetings. SSCC forums offer an opportunity to discuss various issues relating to the programme and wider University matters.  Minutes of these meetings, actions to be taken and how they are addressed will be published on the VLE (Moodle) giving access to all students linked to the programmes.

Feedback and responses from participants, module tutors, external examiners and external partners will inform the review and development of the programmes, 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.  This provides the opportunity for an evaluation of all programme components

and will inform the programme development plans in which priorities can be identified and addressed.

**Research and Scholarship Activity**

The Education Department is recognised as a very research active area within the University, as demonstrated by the Department of Education's Annual Research and Scholarship Report 2011-2012. This extensive document is available electronically (pdf attached) and details relevant research and scholarship activity for all staff concerned. All programme staff are currently actively engaged in research following doctoral study or in support of doctoral study.

Research, in the department, is co-ordinated by Professor Patrick Costello who has an extensive record of publication and an international reputation in relation to Education Studies. Professor Costello is also a recognised, published expert on the topic of Action Research. The programme team consider it essential that research should underpin the curriculum. Knowledge and expertise gained through research and scholarship activity informs planning and is disseminated through seminars, teaching and via the University's VLE (Moodle). Through a programme of monthly lectures, staff present and discuss: (i) a range of education and research based topics; (ii) research methodologies; (iii) publication techniques. There are also opportunities, during the academic year, for staff to engage with our visiting Professor, Richard Morehouse.

## Particular support for learning

An essential feature of this programme is the development of independent learners who are capable of adopting and applying professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships. In achieving this, academic support for candidates is also a vital element of the programme. Each student will be assigned an Academic Tutor, who will: (i) oversee their progress through the programme; (ii) facilitate individual and/or small group tutorials across the academic year. Such support will encourage a focused and progressive approach to study, further links between theory and practice and promote reflective practice. The academic tutor will be a member of the programme team. The role of the academic tutor will be outlined in the Students' Handbook to inform students.

The programme's VLE (Moodle) and other interactive facilities, such as Facetime and Skype, will enhance communication between students and tutors as well as providing access to support materials and resources to enhance lectures and private study. The discussion forums within Moodle offer a platform for students to engage in discussion outside of the taught session times and to share experiences. Much of the indicative content of modules will be placed on Moodle. Students will have a full introduction to Moodle and its use during their induction for the programme. Other than this no specialist teaching environments are needed for this programme.

Furthermore, students can also benefit from the centralised services available to undergraduate students provided by the Student and Programmes Centre together with a range of complementary support services provided by the University.

Library resources are available at Glyndŵr University where educational development has been an important part of the Department of Education for some years. Therefore, a stock of relevant books and journals is in place. Increasing numbers of books are being made available electronically through Athens, on a one-for-one basis. Students will also be expected to access on-line journals.

**Induction**
It is widely recognised that students enter university from a variety of backgrounds and broad range of experiences and whether studying full time or part time need to be supported through this transition. Students transitioning into the programme will be offered additional support if they have completed a Foundation Degree at an institution other than Glyndŵr University. This will take the form of a study skills workshop, that is designed to familiarise students with the University's academic style. Most issues are practical in nature but may be related to both social and academic concerns. The induction for this programme is designed to address these areas. Students are strongly encouraged to attend the induction day so that they can begin the process of integration socially and academically. Within the classroom a range of techniques are used to help the group to find out about each other. The programme handbook is introduced, the programme outlined and students made aware of the avenues for pastoral support.

## Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students, in compliance with the Equality Act 2010 legislation. The University and Department of

Education warmly welcomes and supports students with disabilities. Careful consideration has been given to issues surrounding curriculum accessibility and Equality Act compliance. Curriculum accessibility forms an essential part of programme / module design and review.