

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	No.
Final award/s available eg BSc/DipHe/CertHE	<p>BA (Hons) Education BA (Hons) Education (Counselling and Psychology) BA (Hons) Education (Additional Learning Needs/Special Educational Needs) </p> <p>BA (Ordinary) Education BA (Ordinary) Education (Counselling and Psychology) BA (Ordinary) Education (Additional Learning Needs/Special Educational Needs) </p> <p>Diploma of Higher Education: Education Diploma of Higher Education: Education (Counselling and Psychology) Diploma of Higher Education: Education (Additional Learning Needs/Special Educational Needs) </p> <p>Certificate of Higher Education: Education</p>
Award title	BA (Hons) Education or BA (Hons) Education (Counselling and Psychology) or BA (Hons) Education (Additional Learning Needs/Special Educational Needs)
JACS 2 code	X300
UCAS code (available from Admissions)	X300
Relevant QAA subject benchmark statement/s	Education Studies (2007)

Other external and internal reference points used to inform the programme outcomes	<ul style="list-style-type: none"> • QAA Framework for higher education qualifications in England, Wales and Northern Ireland • QAA Code of practice for the assurance of academic quality and standards in higher education • Credit and Qualifications Framework for Wales • Glyndŵr University's Academic Regulations • Glyndŵr University's Learning, Teaching and assessment Strategy • Glyndŵr University's Assessment for Learning: Guiding principles for good practice • Glyndŵr University's Academic Quality Handbook
Mode/s of study <i>(p/t, f/t, distance learning)</i>	Full time
Language of study	English
Date at which the programme specification was written or revised	July 2013

Criteria for admission to the programme
<p>Entry to the programme will be in accordance with institutional requirements for undergraduate admissions. Due to the vocational nature of the programme, applicants will need to demonstrate a commitment to work in an education setting. This can be established by proving appropriate academic achievement/work experience. In addition, the selection process will focus on candidates' written application, interview, their communication skills and references.</p> <p>The programme is open to participants who successfully meet the following criteria for admission:</p> <ul style="list-style-type: none"> • 240 UCAS points or equivalent, and • GCSE English or Welsh and Mathematics – minimum grade 'C' or minimum Level 2 in Literacy and Numeracy (entry via Access to Higher Education route), or equivalent <p>For applicants without formal qualifications, work experience in sector relevant areas will be considered on an individual basis.</p> <p>Before applicants are offered an unconditional place on this degree they will be required to complete a Disclosure and Barring Service (DBS) check, to confirm their suitability for working with children, young people and vulnerable adults.</p>

Accreditation of prior learning (AP(E)L) arrangements

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

Aims of the programme

The main aim of the programme is to provide participants with the common core of knowledge, understanding, skills, values, beliefs and attitudes required for those working with children and young people in schools and their support services. It will equip participants with an integrated approach to the theory and practice of education. Graduates will be critically informed about and engage with contemporary issues relating to education and they will have key transferable skills, preparing them for employment in a diverse range of settings.

The aims of the programme are outlined below:

Generic aims - all routes

- To promote the attainment of the knowledge, understanding, skills, values, beliefs and attitudes required to gain appropriate professional status in educational settings
- To empower students to take ownership of their personal, professional and academic future through engagement with and critical reflection upon their own personal and professional learning
- To enable students to critically analyse, debate and evaluate theory, philosophy, policy and political, social and economic ideologies
- To provide students with work-based experiences in a range of settings so they develop their understanding of diverse education contexts and perspectives and apply academic educational theory to practice
- To enable students to engage in a research project, set within the context of a work-based placement, affording them the opportunity to deploy established methods of enquiry and analysis
- To enable students to apply the principles of evidence informed and ethical practice
- To provide students with the skills to communicate and engage effectively with children and young people
- To develop students' pedagogical skills
- To promote understanding of the needs of the individual, the setting, children and young people, to secure their development in addition to safeguarding and promoting their wellbeing and sustainability
- To develop knowledge and understanding of a multi-agency approach to the education of children and young people and the roles and responsibilities of practitioners
- To equip students with transferable and employability skills including communication, ICT, working collaboratively, problem solving and evaluation, to enhance practice in a diverse range of settings
- To develop students' ability to manage their own learning, to challenge themselves

and exercise initiative and personal responsibility.

Programme aims specific to BA (Hons) Education

- To develop students' knowledge and understanding of the changing nature of education in historical, philosophical, sociological and psychological contexts
- To develop students' knowledge, skills and understanding in relation to the planning, preparation, delivery and evaluation of a broad, balanced and relevant curriculum that meets the needs of learners.

Programme aims specific to BA (Hons) Education (Counselling and Psychology)

- To develop knowledge and understanding of counselling concepts, theories and skills specific to working with children and young people in educational contexts and practice
- To develop knowledge and understanding of psychological concepts and theories specific to working with children and young people in educational contexts and practice.

Programme aims specific to BA (Hons) Education (Additional Learning Needs/Special Educational Needs)

- To develop students' knowledge and understanding of the diverse range and nature of ALN/SEN and the processes through which learners may secure their educational entitlement
- To develop students' knowledge, skills and understanding in relation to the planning, preparation, delivery and evaluation of a broad, balanced and relevant curriculum that meets the needs of learners with ALN/SEN.

Distinctive features of the programme

The programme provides a coherent and responsive educational experience which will equip participants with the graduate knowledge, skills and values to work in a range of educational settings, namely schools and their support services, supporting a wide range of learners. The curriculum demonstrates the inter-relationship between academic theory and practice through taught modules and placement experiences.

The programme is designed for those who wish to:

- become a Teaching Assistant/Learning Support Assistant in either a mainstream setting or in resource provision in either the primary or secondary sectors
- pursue a career in Education Counselling, e.g., in Local Authority central services

or progress to:

- Qualified Teacher Status (QTS) via a Primary Postgraduate Certificate in Education (PGCE)
- a British Psychological Society accredited Diploma in Psychology (Conversion Course) to enable you to pursue a professional career in psychology (e.g. in clinical, educational or counselling psychology). This programme includes the 60 credits of

psychology usually required for entry*

- progress to other post-graduate study, e.g. a Masters in Education.

(*Students will need to have passed all the required psychology modules with a pass mark of 50% or over, gain a first degree classification of 2:2 or above and be subject to an interview.)

Participants benefit from:

- Placement experiences each year in education-related settings
- The Education Placement Office working in partnership with over 400 settings
- A choice of three routes: BA (Hons) Education, BA (Hons) Education (Counselling and Psychology), BA (Hons) Education (Additional Learning Needs/Special Educational Needs)
- The programme's alignment to the standards for Higher Level Teaching Assistants (HLTAs) – modules mapped to HLTA standards in Appendix B, page 192 - echoing the Welsh Assembly's commitment to defining professional standards in order to improve learner outcomes and enable practitioners to identify how they need to develop professionally to progress in their career
- Module content at all levels and particularly at levels 5 and 6 reflects Wales' national priorities for education
- Many modules within all routes having a practical focus
- Core modules such as 'Learning Beyond the Classroom' and 'The Creative Curriculum' embrace an innovative approach to all aspects of learning and teaching.
- A programme team with a wealth of experience and expertise across education sectors, in advisory roles, in research, resource development and with other HE institutions both nationally and internationally.

Students will be able to:

- Access a variety of routes into a career in education
- Develop their academic study and ICT skills
- Increase their understanding of learners' development
- Develop their pedagogical skills
- Develop their understanding of the characteristics of effective learning
- Develop their understanding of the importance of the learning environment on learning and teaching
- Develop their understanding of inclusive practice and the barriers to learning
- Develop their understanding of the changing nature and diverse demands of roles in education settings
- Develop their understanding of the multi-agency education system
- Engage in action research
- Take increasing responsibility for their own learning through the modules and the PDP process, which is embedded through the programme and assessed at all levels.

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

Programme structure

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

Modules at Level 4/Year 1 are common to all routes. Towards the end of Year 1, students will select their route through Levels 5 and 6 (Years 2 and 3) culminating in **one** of three awards:

- BA (Hons) Education **or**
- BA (Hons) Education (Counselling and Psychology) **or**
- BA (Hons) Education (Additional Learning Needs/Special Educational Needs).

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

At Level 4 (Year 1), modules develop foundation-level skills and concepts, confidence in managing degree-level study, and set agendas for modules at Levels 5 and 6. Students develop some detailed knowledge of key areas, are beginning to undertake forms of intellectual exploration, and acquire skills of presentation, argument, research and interpretation. Level 4 also offers opportunities for students to begin to apply theory to practice and reflect upon their own skills and ideas. All modules at Level 4 are core.

At Level 5 (Year 2), modules provide opportunities for consolidation and breadth, encouraging students to develop more questioning and self-reliant attitudes towards subject material. Modules at Level 5 enable students to gain deeper insights into key themes associated with education, policies and pedagogy. Level 5 allows wider links with practice to be made, whilst examining how the student, as a practitioner, can impact upon the provision offered. Participants will undertake four core modules at Level 5 plus two specialist modules, dependent upon their chosen route through the programme: BA Education *or* BA Education (Counselling and Psychology) *or* BA Education (ALN/SEN).

At Level 6 (Year 3), modules explore more complex and challenging concepts. Students are encouraged to develop both depth and specialisation at an advanced level. Modules further encourage individual self-reliance, independent thought and judgement, skills in research and detailed exploration, professional levels of presentation and the ability to discriminate and argue for or against high level interpretations and approaches from academics and practitioners in the subject field. Level 6 (Honours) provides practice as a research base, encouraging individuals to analyse coherence between policy and practice. Participants will undertake four core modules at Level 6 plus two specialist modules, dependent upon their chosen route through the programme: BA Education *or* BA Education (Counselling and Psychology) *or* BA Education (ALN/SEN).

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

One entry point will be available annually (September) and study will continue through the university academic year.

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

Certificate of Higher Education: Education, following successful completion of 120 credits at Level 4.

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Diploma of Higher Education: Education, following successful completion of Level 4 and 120 credits at Level 5 in the core modules plus optional modules as follows:

- Developing Skills in the Core Curriculum1
- Developing Skills through the Foundation Curriculum 1.

or *Diploma of Higher Education: Education (Counselling and Psychology)* following successful completion of Level 4 and 120 credits at Level 5 in the core modules plus optional modules as follows:

- Counselling Skills with Children and Young People
- Developmental Psychology **or** Cognitive Psychology.

or *Diploma of Higher Education: Education (ALN/SEN)* following successful completion of Level 4 and 120 credits at Level 5 in the core modules plus optional modules as follows:

- Supporting Children and Young People: Speech, Language and Number
 - Supporting Children and Young People: Behavioural, Emotional and Social Difficulties (BESD).
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BA (Ordinary): Education, following successful completion of:

- Level 4, and
- the core modules plus relevant optional modules at 5, and
- an additional 60 credits (total 300 credits), to include the module Action Research in Practice **and either** Developing Skills in the Core Curriculum 2 **or** Developing Skills through the Foundation Curriculum 2.

or *BA (Ordinary): Education (Counselling and Psychology)*, following successful completion of:

- Level 4, and
- the core modules plus relevant optional modules at Level 5, and
- an additional 60 credits (total 300 credits), to include the module Action Research in Practice **and either** Counselling Children and Young People **or** Educational Psychology.

or *BA (Ordinary): Education (ALN/SEN)* following successful completion of:

- Level 4, and
- the core modules plus relevant optional modules at Level 5, and
- an additional 60 credits (total 300 credits), to include the module Action Research in Practice **and either** ALN/SEN Specialist Support **or** Negotiated Study: Learners With Complex Needs.

Diagram of the programme

Please note:

- All modules have a credit rating of 20 equating to a notional 200 learning hours, with the exception of Action Research in Practice at Level 6 which is a 40 credit module, equating to a notional 400 learning hours.
- ML = Module Leader.

Level	BA (Hons) Education	BA (Hons) Education (Counselling and Psychology)	BA (Hons) Education (ALN/SEN)
4	Education in Context EDP416 ML: Judith Morris Core module 20 credits	Education in Context EDP416 ML: Judith Morris Core module 20 credits	Education in Context EDP416 ML: Judith Morris Core module 20 credits
4	Observing Learning, Teaching and Assessment* EDP417 ML: Judith Morris Core module 20 credits	Observing Learning, Teaching and Assessment* EDP417 ML: Judith Morris Core module 20 credits	Observing Learning, Teaching and Assessment* ML: Judith Morris EDP417 Core module 20 credits
4	Foundations in Counselling EDP418 ML: Marion Gossman Core module 20 credits	Foundations in Counselling EDP418 ML: Marion Gossman Core module 20 credits	Foundations in Counselling EDP418 ML: Marion Gossman Core module 20 credits
4	Introduction to the Psychology of Education (Learning Theories) EDP419 ML: Karen Rhys-Jones Core module 20 credits	Introduction to the Psychology of Education (Learning Theories) EDP419 ML: Karen Rhys-Jones Core module 20 credits	Introduction to the Psychology of Education (Learning Theories) EDP419 ML: Karen Rhys-Jones Core module 20 credits
4	Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN) EDP420 ML: Emma Constantine Core module 20 credits	Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN) EDP420 ML: Emma Constantine Core module 20 credits	Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN) EDP420 ML: Emma Constantine Core module 20 credits
4	The Learning Environment EDP403 ML: Judith Morris Core module 20 credits	The Learning Environment EDP403 ML: Judith Morris Core module 20 credits	The Learning Environment EDP403 ML: Judith Morris Core module 20 credits
5	Research Methods: Theory and Practice EDP509 ML: Patrick Costello Core module 20 credits	Research Methods: Theory and Practice EDP509 ML: Patrick Costello Core module 20 credits	Research Methods: Theory and Practice EDP509 ML: Patrick Costello Core module 20 credits
5	Learning, Teaching and Assessment in Practice* EDP517 ML: David Harrison Core module 20 credits	Learning, Teaching and Assessment in Practice* EDP517 ML: David Harrison Core module 20 credits	Learning, Teaching and Assessment in Practice* EDP517 ML: David Harrison Core module 20 credits
5	Inclusion: Theory, Policy and Practice EDP518 ML: Judith Morris Core module 20 credits	Inclusion: Theory, Policy and Practice EDP518 ML: Judith Morris Core module 20 credits	Inclusion: Theory, Policy and Practice EDP518 ML: Judith Morris Core module 20 credits

5	Learning Beyond the Classroom EDP519 ML: Karen Rhys-Jones Core module 20 credits	Learning Beyond the Classroom EDP519 ML: Karen Rhys-Jones Core module 20 credits	Learning Beyond the Classroom EDP519 ML: Karen Rhys-Jones Core module 20 credits
5	Developing Skills in the Core Curriculum 1 EDP520 ML: David Harrison Core module 20 credits	Counselling Skills in Education EDP522 ML: Marion Gossman Core module 20 credits	Supporting Children and Young People: Speech, Language and Number EDP523 ML: Emma Constantine Core module 20 credits
5	Developing Skills Through the Foundation Curriculum 1 EDP521 ML: Jayne Osborne Core module 20 credits	Developmental Psychology PSY501 ML: Phill de Prez Optional module 20 credits or Cognitive Psychology PSY504 ML: Victoria Woodward Optional module 20 credits	Supporting Children and Young People: Behavioural, Emotional and Social Difficulties (BESD) EDP524 ML: Judith Morris Core module 20 credits
6	Action Research in Practice* EDP606 ML: Jane Bulkeley Core module 40 credits	Action Research in Practice* EDP606 ML: Jane Bulkeley Core module 40 credits	Action Research in Practice* EDP606 ML: Jane Bulkeley Core module 40 credits
6	Professional Enrichment EDP607 ML: Jayne Osborne Core module 20 credits	Professional Enrichment EDP607 ML: Jayne Osborne Core module 20 credits	Professional Enrichment EDP607 ML: Jayne Osborne Core module 20 credits
6	The Creative Curriculum EDP608 ML: David Harrison Core module 20 credits	The Creative Curriculum EDP608 ML: David Harrison Core module 20 credits	The Creative Curriculum EDP608 ML: David Harrison Core module 20 credits
6	Developing Skills in the Core Curriculum 2 EDP609 ML: David Harrison Core module 20 credits	Counselling Children and Young People EDP611 ML: Marion Gossman Core module 20 credits	ALN/SEN: Specialist Support EDP612 ML: Emma Constantine Core module 20 credits
6	Developing Skills through the Foundation Curriculum 2 EDP610 ML: Jayne Osborne Core module 20 credits	Educational Psychology PSY608 ML: Phill de Prez Core module 20 credits	Negotiated Study: Learners With Complex Needs EDP613 ML: Judith Morris Core module 20 credits

*Indicates work-based placement modules.

Attendance at work-based placements and pre-placement visits is compulsory as this drives the satisfactory completion of modules at all levels. Time at the work-based placement is as follows:

- Level 4 module Observing Learning, Teaching and Assessment, 120 hours (notionally 20 days) – 2 weeks in November followed by 2 weeks in March, credit value = 20
- Level 5 module Learning, Teaching and Assessment in Practice , 150 hours (notionally 25 days) – 2 weeks beginning January followed by 3 weeks immediately after Tutorial/Study Week in February, credit value = 20
- Level 6 module Action Research in Practice, 180 hours (notionally 30 days) – 6 weeks October – December, credit value = 40 for placement plus Action Research Project.

Please note:

- Calendar timings for placement (above) are indicative
- Optional modules will run subject to viable numbers.

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Indicative delivery schedule – Levels 4, 5 and 6

NB – Currently the Department of Education operates a two semester delivery system and the scheduling of this programme has been arranged to comply with this. However, should the University move to a trimester delivery system with a requirement for all programmes to comply, we will reconfigure accordingly.

BA (Hons) Education:

Level 4

Semester 1	Education in Context	Introduction to the Psychology of Education (Learning Theories)	Observing Learning, Teaching and Assessment	Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN)
Semester 2	The Learning Environment	Foundations in Counselling		

Level 5

Semester 1	Core Curriculum 1	Learning Beyond the Classroom	Learning, Teaching and Assessment in Practice	Inclusion: Theory, Policy and Practice
Semester 2	Foundation Curriculum 1	Research Methods: Theory and Practice		

Level 6

Semester 1	Action Research in Practice	Core Curriculum 2	Professional Enrichment	Creative Curriculum
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Semester 2		Foundation Curriculum 2		
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BA (Hons) Education (Counselling and Psychology)

Level 4

Semester 1	Education in Context	Introduction to the Psychology of Education (Learning Theories)	Observing Learning, Teaching and Assessment	Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN)
Semester 2	The Learning Environment	Foundations in Counselling		

Level 5

Semester 1	Developmental Psychology <i>or</i> Cognitive Psychology	Learning Beyond the Classroom	Learning, Teaching and Assessment in Practice	Inclusion: Theory, Policy and Practice
Semester 2	Counselling Skills in Education	Research Methods: Theory and Practice		

Level 6

Semester 1	Action Research in Practice	Educational Psychology	Professional Enrichment	Creative Curriculum
Semester 2		Counselling Children and Young People		

BA (Hons) Education (ALN/SEN)

Level 4

Semester 1	Education in Context	Introduction to the Psychology of Education (Learning Theories)	Observing Learning, Teaching and Assessment	Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN)
Semester 2	The Learning Environment	Foundations in Counselling		

Level 5

Semester 1	Supporting Children and Young People: BESD	Learning Beyond the Classroom	Learning, Teaching and Assessment in Practice	Inclusion: Theory, Policy and Practice
Semester 2	Supporting Children and Young People: Speech, Language and Number	Research Methods: Theory and Practice		

Level 6

Semester 1	Action Research in Practice	ALN/SEN: Specialist Support	Professional Enrichment	Creative Curriculum
Semester 2		Negotiated Study: Learners With Complex Needs		

Students have the opportunity to attend tutorials with Academic Tutors, but these are not associated with gaining credit (please see Particular Support for Learning, page 64).

Intended learning outcomes of the programme**Route: BA (Hons) Education**

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

(A) Knowledge and understanding

- A1 Demonstrate a broad knowledge of the underlying concepts and principles of education
- A2 Begin to appreciate the complexities of the inter-relationship between educational theory, policy and practice
- A3 Demonstrate a broad 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 broad knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts
- A5 Demonstrate a broad knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Formulate their own values, beliefs and attitudes in relation to education

(B) Intellectual skills

- B1 Reflect on their own learning and progression relevant to education settings
- B2 Locate and evaluate a range of issues and theoretical perspectives
- B3 Analyse and compare key theories of learning, teaching and assessment in simulated and work-based practice
- B4 Appraise and discuss different viewpoints from peers and work-based colleagues
- B5 Present different viewpoints and clear, carefully thought out arguments

(C) Subject skills

- C1 Engage with a range of relevant literature
- C2 Present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements about basic theories and concepts
- C3 Undertake and reflect upon observation of practice
- C4 Apply basic theoretical/conceptual frameworks to practice
- C5 Begin to reference work efficiently and effectively

(D) Practical, professional and employability skills

- D1 Begin to take responsibility for their own learning and time management and record evidence and improvement
- D2 Discuss and develop professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships
- D3 Operate in a range of varied and specific contexts, taking responsibility for the nature and quality of personal and 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 evaluate the practice of others in simulated and work-based settings
- D6 Identify key pedagogical skills and strategies in a simulated and work-based setting
- D7 Use ICT skills to support their own work
- D8 Demonstrate an awareness of contemporary issues relating to education in a range of contexts and settings

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

(A) Knowledge and Understanding

- A1 Demonstrate a detailed knowledge and critical understanding of the well-established concepts and principles of education and the development of them
- A2 Evaluate and reflect upon the complexities of the inter-relationship between educational theory, policy and practice
- A3 Demonstrate a detailed 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 detailed knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts
- A5 Demonstrate a detailed knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Evaluate, reflect upon and develop their own values, beliefs and attitudes in relation to education
- A7 Demonstrate a broad knowledge and understanding of curriculum policy, requirements and guidance

(B) Intellectual skills

- B1 Think reflectively and critically about their own learning and progression relevant to education settings
- B2 Predicate and analyse a range of issues and theoretical perspectives
- B3 Analyse, compare and evaluate key learning, teaching and assessment theories and principles in work-based practice
- B4 Debate, reflect upon and evaluate different viewpoints from peers and work-based colleagues
- B5 Present and justify different viewpoints
- B6 Broadly analyse, debate, evaluate and reflect upon curriculum policy, requirements and guidance

(C) Subject skills

- C1 Engage with a range of relevant literature and develop knowledge and understanding of new principles and practice
- C2 Demonstrate knowledge of the main methods of enquiry and evaluate critically the appropriateness of different approaches to problem solving
- C3 Observe, undertake, reflect upon and evaluate practice to develop professional insight
- C4 Apply key theoretical/conceptual frameworks to practice

- C5 Reference work efficiently and effectively
- C6 Apply a broad knowledge and understanding of curriculum policy, requirements and guidance to work-based practice
- (D) Practical, professional and employability skills*
- D1 Take responsibility for planning, managing, reflecting upon and evaluating own learning, recording evidence of improvement
- D2 Develop, practise and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships
- D3 Operate in a range of varied and specific contexts, accepting responsibility for determining and achieving personal and/or group outcomes
- D4 Plan, present and communicate effectively and efficiently information, ideas, problems and solutions in a variety of genres and for different purposes and audiences
- D5 Observe, evaluate and reflect upon the practice of others in a work-based setting
- D6 Employ key pedagogical skills and strategies in a work-based setting
- D7 Use ICT skills to support their own work and that of organisations
- D8 Demonstrate an understanding of contemporary issues relating to education in a range of contexts
- D9 Employ skills relating to curriculum policy, requirements and guidance in work-based practice

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On completion of the Ordinary degree, students will be able to:

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of key 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 their application in a range of learning and teaching contexts
- A5 Demonstrate a comprehensive knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to

education

- A7 Understand the nature of action research and how to undertake it
- A8 Demonstrate a detailed knowledge and understanding of curriculum policies, requirements and guidance relating to **either** the core **or** foundation curriculum
- (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 key theories related to learning, teaching and assessment in work-based practice
- B4 Critically challenge, debate and evaluate different viewpoints
- B5 Present substantiated and justified arguments
- B6 Apply research methodology, skills and ethical procedures within a small-scale, practice based action research project
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research
- B8 Analyse, debate, evaluate and reflect upon **either** the core **or** foundation curriculum policies, requirements and guidance in detail
- (C) Subject skills*
- C1 Engage critically with a range of relevant literature and develop knowledge and understanding of new principles and practice
- C2 Accurately deploy established methods of analysis and enquiry, critically synthesising and evaluating quantitative and qualitative data
- C3 Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight
- C4 Critically apply key theoretical/conceptual frameworks to practice
- C5 Reference work efficiently and effectively
- C6 Apply a detailed knowledge of **either** the core **or** foundation curriculum policies, requirements and guidance to work-based practice
- (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 Employ a range of pedagogical skills and strategies in a work-based setting
- D7 Use ICT skills to support their own work and that of organisations
- D8 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings
- D9 Undertake and present a small-scale, practice based research project
- D10 Employ a range of skills relating to **either** the core **or** foundation curriculum policy, requirements and guidance in work-based practice

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All students completing the BA (Hons) Education programme will be expected to meet the following learning outcomes (Level 6):

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of 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 associated with equality, diversity and inclusion
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education
- A7 Understand the nature of action research and how to undertake it
- A8 Demonstrate a comprehensive knowledge and understanding of curriculum policies, requirements and guidance relating to the core and foundation curriculum

(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, practice based action research project
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research
- B8 Comprehensively analyse, debate, evaluate and reflect upon the core and foundation curriculum policies, requirements and guidance

(C) Subject skills

- C1 Engage critically with a range of relevant literature and develop knowledge and understanding of new principles and practice
- C2 Accurately deploy established methods of analysis and enquiry through work-based research, critically synthesising and evaluating quantitative and qualitative data
- C3 Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight
- C4 Critically apply a range of theoretical/conceptual frameworks to practice
- C5 Reference work efficiently and effectively
- C6 Apply a comprehensive knowledge of the core and foundation curriculum policies, requirements and guidance to work-based practice

(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 Employ a range of pedagogical skills and strategies in a work-based setting
- D7 Use ICT skills to support their own work and that of organisations
- D8 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings
- D9 Undertake and present a small-scale, practice based research project
- D10 Employ a range of skills relating to the core and foundation curriculum policy, requirements and guidance in work-based practice

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Route: BA (Hons) Education (Counselling and Psychology)

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

(A) Knowledge and understanding

- A1 Demonstrate a broad knowledge of the underlying concepts and principles of education
- A2 Begin to appreciate the complexities of the inter-relationship between educational theory, policy and practice
- A3 Demonstrate a broad 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 broad knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts
- A5 Demonstrate a broad knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Formulate their own values, beliefs and attitudes in relation to education

(B) Intellectual skills

- B1 Reflect on their own learning and progression relevant to education settings
- B2 Locate and evaluate a range of issues and theoretical perspectives
- B3 Analyse and compare key theories of learning, teaching and assessment in simulated and work-based practice
- B4 Appraise and discuss different viewpoints from peers and work-based colleagues
- B5 Present different viewpoints and clear, carefully thought out arguments

(C) Subject skills

- C1 Engage with a range of relevant literature
- C2 Present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements about basic theories and concepts
- C3 Undertake and reflect upon observation of practice
- C4 Apply basic theoretical/conceptual frameworks to practice
- C5 Begin to reference work efficiently and effectively

(D) Practical, professional and employability skills

- D1 Begin to take responsibility for their own learning and time management and record evidence and improvement
- D2 Discuss and develop professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-

reliance, leadership, teamwork and inter-personal relationships

- D3 Operate in a range of varied and specific contexts, taking responsibility for the nature and quality of personal and 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 evaluate the practice of others in simulated and work-based settings
- D6 Identify key pedagogical skills and strategies in a simulated and work-based setting
- D7 Use ICT skills to support their own work
- D8 Demonstrate an awareness of contemporary issues relating to education in a range of contexts and settings

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

(A) Knowledge and Understanding

- A1 Demonstrate a detailed knowledge and critical understanding of the well-established concepts and principles of education and the development of them
- A2 Evaluate and reflect upon the complexities of the inter-relationship between educational theory, policy and practice
- A3 Demonstrate a detailed 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 detailed knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts
- A5 Demonstrate a detailed knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Evaluate, reflect upon and develop their own values, beliefs and attitudes in relation to education
- A7 Demonstrate a broad knowledge and understanding of the relationship between counselling and psychology and the education of children and young people

(B) Intellectual skills

- B1 Think reflectively and critically about their own learning and progression relevant to education settings
- B2 Predicate and analyse a range of issues and theoretical perspectives
- B3 Analyse, compare and evaluate key learning, teaching and assessment theories and principles in work-based practice
- B4 Debate, reflect upon and evaluate different viewpoints from peers and work-based

colleagues

B5 Present and justify different viewpoints

B6 Analyse, debate, evaluate and reflect upon key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people

(C) Subject skills

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

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

C3 Observe, undertake, reflect upon and evaluate practice to develop professional insight

C4 Apply key theoretical/conceptual frameworks to practice

C5 Reference work efficiently and effectively

C6 Apply key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people

(D) Practical, professional and employability skills

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

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

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

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

D5 Observe, evaluate and reflect upon the practice of others in a work-based setting

D6 Employ key pedagogical skills and strategies in a work-based setting

D7 Use ICT skills to support their own work and that of organisations

D8 Demonstrate an understanding of contemporary issues relating to education in a range of contexts

D9 Employ key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people

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On completion of the Ordinary degree, students will be able to:

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of key 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 their application in a range of learning and teaching contexts
- A5 Demonstrate a comprehensive knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education
- A7 Understand the nature of action research and how to undertake it
- A8 Demonstrate a detailed knowledge and understanding of the relationship between counselling **or** psychology and the education of children and young people

(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 key theories related to learning, teaching and assessment in work-based practice
- B4 Critically challenge, debate and evaluate different viewpoints
- B5 Present substantiated and justified arguments
- B6 Apply research methodology, skills and ethical procedures within a small-scale, practice based action research project
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research
- B8 Analyse, debate, evaluate and reflect upon in detail, key principles, concepts, theories and skills in counselling **or** psychology specific to the education of children and young people

(C) Subject skills

- C1 Engage critically with a range of relevant literature and develop knowledge and

understanding of new principles and practice

- C2 Accurately deploy established methods of analysis and enquiry, critically synthesising and evaluating quantitative and qualitative data
 - C3 Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight
 - C4 Critically apply key theoretical/conceptual frameworks to practice
 - C5 Reference work efficiently and effectively
 - C6 Apply in detail, key principles, concepts, theories and skills in counselling **or** psychology specific to the education of children and young people, to practice
- (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 Employ a range of pedagogical skills and strategies in a work-based setting
 - D7 Use ICT skills to support their own work
 - D8 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings
 - D9 Undertake and present a small-scale, practice based research project
 - D10 Employ key principles, concepts, theories and skills in counselling **or** psychology specific to the education of children and young people

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All students completing the BA (Hons) Education (Counselling and Psychology) programme will be expected to meet the following learning outcomes (Level 6):

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of 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 associated with equality, diversity and inclusion
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education
- A7 Understand the nature of action research and how to undertake it
- A8 Demonstrate a detailed knowledge and understanding of the relationship between counselling and psychology and the education of children and young people

(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, practice based action research project
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research
- B8 Analyse, debate, evaluate and reflect upon the key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people

(C) Subject skills

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

- C4 Critically apply a range of theoretical/conceptual frameworks to practice
- C5 Reference work efficiently and effectively
- C6 Apply key principles, concepts, theories and skills in counselling and psychology to practice, in the education of children and young people
- (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 Employ a range of pedagogical skills and strategies in a work-based setting
- D7 Use ICT skills to support their own work and that of organisations
- D8 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings
- D9 Undertake and present a small-scale, practice based research project
- D10 Employ skills and strategies congruent with the key principles, concepts, theories in counselling and psychology specific to the education of children and young people

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Route: BA (Hons) Education (ALN/SEN)

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

(A) Knowledge and understanding

- A1 Demonstrate a broad knowledge of the underlying concepts and principles of education
- A2 Begin to appreciate the complexities of the inter-relationship between educational theory, policy and practice
- A3 Demonstrate a broad 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 broad knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts
- A5 Demonstrate a broad knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Formulate their own values, beliefs and attitudes in relation to education

(B) Intellectual skills

- B1 Reflect on their own learning and progression relevant to education settings
- B2 Locate and evaluate a range of issues and theoretical perspectives
- B3 Analyse and compare key theories of learning, teaching and assessment in simulated and work-based practice
- B4 Appraise and discuss different viewpoints from peers and work-based colleagues
- B5 Present different viewpoints and clear, carefully thought out arguments

(C) Subject skills

- C1 Engage with a range of relevant literature
- C2 Present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements about basic theories and concepts
- C3 Undertake and reflect upon observation of practice
- C4 Apply basic theoretical/conceptual frameworks to practice
- C5 Begin to reference work efficiently and effectively

(D) Practical, professional and employability skills

- D1 Begin to take responsibility for their own learning and time management and record evidence and improvement
- D2 Discuss and develop professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-

reliance, leadership, teamwork and inter-personal relationships

- D3 Operate in a range of varied and specific contexts, taking responsibility for the nature and quality of personal and 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 evaluate the practice of others in simulated and work-based settings
- D6 Identify key pedagogical skills and strategies in a simulated and work-based setting
- D7 Use ICT skills to support their own work
- D8 Demonstrate an awareness of contemporary issues relating to education in a range of contexts and settings

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

(A) Knowledge and Understanding

- A1 Demonstrate a detailed knowledge and critical understanding of the well-established concepts and principles of education and the development of them
- A2 Evaluate and reflect upon the complexities of the inter-relationship between educational theory, policy and practice
- A3 Demonstrate a detailed 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 detailed knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts
- A5 Demonstrate a detailed knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Evaluate, reflect upon and develop their own values, beliefs and attitudes in relation to education
- A7 Demonstrate a knowledge and understanding of the key barriers to learning and participation for learners with common special educational needs

(B) Intellectual skills

- B1 Think reflectively and critically about their own learning and progression relevant to education settings
- B2 Predicate and analyse a range of issues and theoretical perspectives
- B3 Analyse, compare and evaluate key learning, teaching and assessment theories and principles in work-based practice
- B4 Debate, reflect upon and evaluate different viewpoints from peers and work-based

colleagues

B5 Present and justify different viewpoints

B6 Analyse, debate, evaluate and reflect upon the key principles, concepts and theories relating to learners with common special educational needs

(C) Subject skills

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

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

C3 Observe, undertake, reflect upon and evaluate practice to develop professional insight

C4 Apply key theoretical/conceptual frameworks to practice

C5 Reference work efficiently and effectively

C6 Apply key principles, concepts and theories to the education of learners with common special educational needs

(D) Practical, professional and employability skills

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

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

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

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

D5 Observe, evaluate and reflect upon the practice of others in a work-based setting

D6 Employ key pedagogical skills and strategies in a work-based setting

D7 Use ICT skills to support their own work and that of organisations

D8 Demonstrate an understanding of contemporary issues relating to education in a range of contexts

D9 Employ skills and strategies congruent with the key principles, concepts and theories relating to learners with common special educational needs

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On completion of the Ordinary degree, students will be able to:

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of key 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 their application in a range of learning and teaching contexts
- A5 Demonstrate a comprehensive knowledge and understanding of current issues in education associated with equality, diversity and inclusion
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education
- A7 Understand the nature of action research and how to undertake it
- A8 Demonstrate a detailed knowledge and understanding of **either** the roles and responsibilities of specialist support practitioners for learners with ALN/SEN **or** meeting the needs of learners with complex needs

(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 key theories related to learning, teaching and assessment in work-based practice
- B4 Critically challenge, debate and evaluate different viewpoints
- B5 Present substantiated and justified arguments
- B6 Apply research methodology, skills and ethical procedures within a small-scale, practice based action research project
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research
- B8 Analyse, debate, evaluate and reflect upon **either** the roles and responsibilities of specialist support practitioners for learners with ALN/SEN **or** meeting the needs of learners with complex needs

(C) *Subject skills*

- C1 Engage critically with a range of relevant literature and develop knowledge and understanding of new principles and practice
- C2 Accurately deploy established methods of analysis and enquiry, critically synthesising and evaluating quantitative and qualitative data
- C3 Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight
- C4 Critically apply key theoretical/conceptual frameworks to practice
- C5 Reference work efficiently and effectively
- C6 Apply key principles, concepts and theories relating to **either** the roles and responsibilities of specialist support practitioners for learners with ALN/SEN **or** meeting the needs of learners with complex needs, to practice

(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 Employ a range of pedagogical skills and strategies in a work-based setting
- D7 Use ICT skills to support their own work
- D8 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings
- D9 Undertake and present a small-scale, practice based research project
- D10 Employ skills and strategies relating to **either** the roles and responsibilities of specialist support practitioners for learners with ALN/SEN **or** meeting the needs of learners with complex needs

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All students completing the BA (Hons) Education (ALN/SEN) programme will be expected to meet the following learning outcomes (Level 6):

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of 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 associated with equality, diversity and inclusion
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education
- A7 Understand the nature of action research and how to undertake it
- A8 Demonstrate a detailed knowledge and understanding of the roles and responsibilities of specialist support practitioners for learners with ALN/SEN and meeting the needs of learners with complex needs

(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, practice based action research project
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research
- B8 Analyse, debate, evaluate and reflect upon the roles and responsibilities of specialist support practitioners for learners with ALN/SEN and meeting the needs of learners with complex needs

(C) Subject skills

- C1 Engage critically with a range of relevant literature and develop knowledge and understanding of new principles and practice
- C2 Accurately deploy established methods of analysis and enquiry through work-based research, critically synthesising and evaluating quantitative and qualitative data
- C3 Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight
- C4 Critically apply a range of theoretical/conceptual frameworks to practice
- C5 Reference work efficiently and effectively
- C6 Apply key principles, concepts and theories relating to the roles and responsibilities of specialist support practitioners for learners with ALN/SEN and meeting the needs of learners with complex needs, to practice

(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 Employ a range of pedagogical skills and strategies in a work-based setting
- D7 Use ICT skills to support their own work
- D8 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings
- D9 Undertake and present a small-scale, practice based research project
- D10 Employ skills and strategies relating to the roles and responsibilities of specialist support practitioners for learners with ALN/SEN and meeting the needs of learners with complex needs.

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

Matrix 1: BA (Hons) Education

		<i>Learning outcomes:</i> <i>A Knowledge and understanding</i> <i>B Intellectual skills</i> <i>C Subject skills</i> <i>D Practical, professional and employability skills</i>																																
Level 4																																		
Module Title		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	
Core/Opt																																		
Education in Context	C	*					*			*	*		*	*				*	*		*	*		*	*		*	*		*	*			
Observing Learning, Teaching and Assessment	C	*	*	*	*	*	*			*		*	*	*				*	*	*	*	*		*	*	*	*	*	*	*	*	*		
Foundations in Counselling	C	*	*	*	*	*	*			*	*		*	*				*	*		*	*		*	*	*	*		*	*	*	*		
Introduction to the Psychology of Education (Learning Theories)	C	*	*	*	*	*	*			*	*	*	*	*				*	*	*	*	*		*	*	*	*	*	*	*	*	*		
Introduction to ALN/SEN	C	*	*	*	*	*	*			*	*		*	*				*	*		*	*		*	*	*	*		*	*	*	*		
The Learning Environment	C	*	*	*	*	*	*			*	*		*	*				*	*		*	*		*	*	*	*		*	*	*	*		

Level 5																																					
Module Title		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8		C 1	C 2	C 3	C 4	C 5	C 6		D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	
Core/Opt																																					
Research Methods: Theory and Practice	C		*	*			*				*	*		*	*						*	*		*				*	*	*	*			*	*		
Learning, Teaching and Assessment in Practice	C	*	*	*	*	*	*	*			*		*	*	*	*					*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
Developing Skills in the Core Curriculum 1	O	*	*	*	*	*	*	*			*		*	*	*	*					*			*	*	*		*	*	*	*			*	*	*	
Developing Skills through the Foundation Curriculum 1	O	*	*	*	*	*	*	*			*		*	*	*	*					*			*	*	*		*	*	*	*			*	*	*	
Inclusion: Theory, Policy and Practice	C	*	*	*	*	*	*	*			*		*	*	*	*					*			*	*	*		*	*	*	*			*	*		
Learning Beyond the Classroom	C	*	*	*	*	*	*	*			*		*	*	*	*					*			*	*	*		*	*	*	*			*	*		

Level 6																																						
Module Title	Core/Opt	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8		C 1	C 2	C 3	C 4	C 5	C 6		D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10		
<i>Action Research in Practice</i>	C	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
<i>Developing Skills in the Core Curriculum 2</i>	C	*	*	*	*	*	*		*		*	*	*	*	*			*			*	*	*	*			*	*	*	*			*	*	*	*		
<i>Developing Skills through the Foundation Curriculum 2</i>	C	*	*	*	*	*	*		*		*	*	*	*	*			*			*	*	*	*			*	*	*	*			*	*	*	*		
<i>Professional Enrichment</i>	C	*	*	*	*	*	*		*		*	*	*	*	*			*			*	*	*	*			*	*	*	*			*	*	*	*		
<i>The Creative Curriculum</i>	C	*	*	*	*	*	*		*		*	*	*	*	*			*			*	*	*	*			*	*	*	*			*	*	*	*		

Matrix 2: BA (Hons) Education (Counselling and Psychology)

		Learning outcomes: A Knowledge and understanding B Intellectual skills C Subject skills D Practical, professional and employability skills																																		
Level 4																																				
Module Title	Core/Opt	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8		C 1	C 2	C 3	C 4	C 5	C 6		D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Education in Context	C	*					*				*	*		*	*						*	*		*	*		*	*		*	*		*	*		
Observing Learning, Teaching and Assessment	C	*	*	*	*	*	*				*		*	*	*						*	*	*	*	*		*	*	*	*	*	*	*	*	*	
Foundations in Counselling	C	*	*	*	*	*	*				*	*		*	*						*	*		*	*		*	*	*	*			*	*		
Introduction to the Psychology of Education (Learning Theories)	C	*	*	*	*	*	*				*	*	*	*	*						*	*	*	*	*		*	*	*	*	*	*	*	*	*	
Introduction to ALN/SEN	C	*	*	*	*	*	*				*	*		*	*						*	*		*	*		*	*	*	*			*	*		
The Learning Environment	C	*	*	*	*	*	*				*	*		*	*						*	*		*	*		*	*	*	*			*	*		

Level 5																																						
Module Title		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8		C 1	C 2	C 3	C 4	C 5	C 6		D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10		
Core/Opt																																						
Research Methods: Theory and Practice	C		*	*			*				*	*		*	*					*	*		*				*	*	*	*			*	*				
Learning, Teaching and Assessment in Practice	C	*	*	*	*	*	*	*			*		*	*	*	*				*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	
Counselling Skills in Education	C	*	*	*	*	*	*	*			*		*	*	*	*				*			*	*	*		*	*	*	*			*	*	*			
Developmental Psychology	O	*	*	*	*	*	*	*			*		*	*	*	*				*			*	*	*		*	*	*	*			*	*	*			
Cognitive Psychology	O	*	*	*	*	*	*	*			*		*	*	*	*				*			*	*	*		*	*	*	*			*	*	*			
Inclusion: Theory, Policy and Practice	C	*	*	*	*	*	*	*			*		*	*	*	*				*			*	*	*		*	*	*	*			*	*	*			
Learning Beyond the Classroom	C	*	*	*	*	*	*				*		*	*	*					*			*	*			*	*	*	*			*	*				

Level 6																																					
Module Title	Core/Opt	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8		C 1	C 2	C 3	C 4	C 5	C 6		D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	
Action Research in Practice	C	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*
Counselling Children and Young People	C	*	*	*	*	*	*		*		*	*	*	*	*			*		*			*	*	*		*	*	*	*			*	*		*	
Educational Psychology	C	*	*	*	*	*	*		*		*	*	*	*	*			*		*			*	*	*		*	*	*	*			*	*		*	
Professional Enrichment	C	*	*	*	*	*	*				*	*	*	*	*					*			*	*			*	*	*	*			*	*			
The Creative Curriculum	C	*	*	*	*	*	*				*	*	*	*	*					*			*	*			*	*	*	*			*	*			

Matrix 3: BA (Hons) Education (ALN/SEN)

		Learning outcomes: A Knowledge and understanding B Intellectual skills C Subject skills D Practical, professional and employability skills																																				
Level 4																																						
Module Title	Core/Opt	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8		C 1	C 2	C 3	C 4	C 5	C 6		D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10		
Education in Context	C	*					*				*	*		*	*						*	*		*	*			*	*		*		*	*				
Observing Learning, Teaching and Assessment	C	*	*	*	*	*	*				*		*	*	*						*	*	*	*	*			*	*	*	*	*	*	*	*			
Foundations in Counselling	C	*	*	*	*	*	*				*	*		*	*						*	*		*	*			*	*	*	*			*	*			
Introduction to the Psychology of Education (Learning Theories)	C	*	*	*	*	*	*				*	*	*	*	*						*	*	*	*	*			*	*	*	*	*	*	*	*	*		
Introduction to ALN/SEN	C	*	*	*	*	*	*				*	*		*	*						*	*		*	*			*	*	*	*			*	*			
The Learning Environment	C	*	*	*	*	*	*				*	*		*	*						*	*		*	*			*	*	*	*			*	*			

Level 5																																					
Module Title		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8		C 1	C 2	C 3	C 4	C 5	C 6		D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	
Core/Opt																																					
Research Methods: Theory and Practice	C		*	*			*				*	*		*	*					*	*		*				*	*	*	*			*	*			
Learning, Teaching and Assessment in Practice	C	*	*	*	*	*	*	*			*		*	*	*	*				*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*
Speech/Language/Number	O	*	*	*	*	*	*	*			*		*	*	*	*				*			*	*	*		*	*	*	*			*	*	*	*	
BESD	O	*	*	*	*	*	*	*			*		*	*	*	*				*			*	*	*		*	*	*	*			*	*	*	*	
Inclusion: Theory, Policy and Practice	C	*	*	*	*	*	*				*		*	*	*					*			*	*			*	*	*	*			*	*			
Learning Beyond the Classroom	C	*	*	*	*	*	*				*		*	*	*					*			*	*			*	*	*	*			*	*			

Level 6																																				
Module Title	Core/Opt	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8		C 1	C 2	C 3	C 4	C 5	C 6		D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
<i>Action Research in Practice</i>	C	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
<i>ALN/SEN Specialist Support</i>	C	*	*	*	*	*	*		*		*	*	*	*	*		*		*			*	*	*		*	*	*	*			*	*		*	
<i>Negotiated Study: Learners With Complex Needs</i>	C	*	*	*	*	*	*		*		*	*	*	*	*		*		*			*	*	*		*	*	*	*			*	*		*	
<i>Professional Enrichment</i>	C	*	*	*	*	*	*				*	*	*	*	*				*			*	*			*	*	*	*			*	*			
<i>The Creative Curriculum</i>	C	*	*	*	*	*	*				*	*	*	*	*				*			*	*			*	*	*	*			*	*			

Education Studies Benchmark Standards (2007) – match to modules

Modules	Benchmark Standards <i>(please refer to Appendix A, page 189)</i>																	
Level 4																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Education in Context	*	*		*	*	*	*	*	*	*	*	*	*	*	*		*	
Observing Learning, Teaching and Assessment	*	*	*		*	*	*	*	*	*	*	*	*					*
Foundations in Counselling	*	*	*		*	*	*	*	*	*	*	*	*					*
Introduction to the Psychology of Education (Learning Theories)	*	*	*		*	*	*	*	*	*	*	*	*			*	*	
Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN)	*	*	*		*	*	*	*	*	*	*	*	*					
The Learning Environment	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*
Level 5																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Research Methods: Theory and Practice						*	*	*	*		*	*	*	*	*		*	*
Learning, Teaching and Assessment in Practice	*	*	*	*	*	*	*	*	*	*	*	*	*			*	*	*
Inclusion: Theory, Policy and Practice	*	*	*		*	*	*	*	*	*	*	*	*					*
Learning Beyond the Classroom	*	*	*		*	*	*	*	*	*	*	*	*					*
Developing Skills in the Core Curriculum 1	*	*	*		*	*	*	*	*	*	*	*	*	*				*
Developing Skills Through the Foundation Curriculum 1	*	*	*		*	*	*	*	*	*	*	*	*	*				*
Counselling Skills in Education	*	*	*	*	*	*	*	*	*	*	*	*	*					*
Developmental Psychology <i>or</i> Cognitive Psychology	*	*	*		*	*	*	*	*	*	*	*	*					*
Supporting Children and Young People: Speech, Language and Number	*	*	*		*	*	*	*	*	*	*	*	*					*

Supporting Children and Young People: Behavioural, Emotional and Social Difficulties	*	*	*		*	*	*	*	*	*	*	*	*				*	
Level 6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Action Research in Practice	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Professional Enrichment	*	*	*	*	*	*	*	*	*	*	*	*	*			*	*	*
The Creative Curriculum	*	*	*		*	*	*	*	*	*	*	*	*	*			*	*
Developing Skills in the Core Curriculum 2	*	*	*		*	*	*	*	*	*	*	*	*	*			*	*
Developing Skills Through the Foundation Curriculum 2	*	*	*		*	*	*	*	*	*	*	*	*	*			*	*
Counselling Children and Young People	*	*	*	*	*	*	*	*	*	*	*	*	*			*	*	*
Educational Psychology	*	*	*	*	*	*	*	*	*	*	*	*	*				*	*
ALN/SEN: Specialist Support	*	*	*	*	*	*	*	*	*	*	*	*	*				*	*
Negotiated Study: Learners With Complex Needs	*	*	*	*	*	*	*	*	*	*	*	*	*		*		*	*

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, reflecting the diversity of content and methodology that professionals in education engage with and practise. The delivery of the programme and its assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy and Assessment for Learning: Guiding principles for good practice.

A learner-centred approach will be adopted which reflects Glyndŵr University's core values to promote respect of the individual within the context of the development of a community of learning. Students will benefit from a variety of learning and teaching strategies which will be chosen to best suit a range of learning needs, enhanced by the use of technology where and when appropriate. Methods of delivery will be aimed at achieving the acquisition of relevant knowledge and understanding in order to develop an informed insight into current practice.

Learning and teaching strategies in formal sessions will include lectures, seminars, workshops, discussions, debates, role-play, individual and group tutorials, case studies, problem-based learning, visiting speakers/external partners, guided reflection and independent study. Additionally, Moodle VLE will be used for interactive activities, forums and discussion groups. An email address is provided on enrolment to enhance communication between tutors, mentors and participants.

The programme is planned as a coherent learning process and the relationship between modules will be highlighted. The theoretical perspectives explored in taught sessions will enable students to reflect upon, share and apply their experiences on placement and relate this to current thinking.

Delivery will be interactive, reflective and draw upon the experiences of the participants. Peer group collaborative learning and peer review will also form part of the social constructivist approach to the modules. Students will be encouraged to develop their observational skills and to analyse their own practice and that of others. Throughout the programme, participants will be encouraged to reflect critically on both theory and practice, a theme which is integral throughout all modules within the programme. They will evaluate the ways in which knowledge and understanding, developed through the different modules, may be linked to practice. Further, they will be encouraged to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own, informed conclusions. They will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation. Further, the programme encourages personal development, including becoming an independent learner, a self-starter and someone who is prepared to lead others and work on their own initiative.

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

to display boards, specialist ICT suites and specialist rooms for practical workshops.

The work-based/placement learning statement

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

The programme requires the completion of three core modules that include work-based placements. Attendance at work-based placements and pre-placement visits is compulsory as this drives the satisfactory completion of modules at all levels. Students will be given an element of choice about where these will be undertaken; however, all placement settings will be subject to approval by the Programme Leader and Placement Office.

Work-based placement is incorporated into modules as follows:

- Year 1 – Observing Learning, Teaching and Assessment, pre-placement visit, 120 hours (notionally 20 days) – 2 weeks in November followed by 2 weeks in March, credit value = 20
- Year 2 – Learning, Teaching and Assessment in Practice, pre-placement visit, 150 hours (notionally 25 days) – 2 weeks beginning January followed by 3 weeks immediately after Tutorial/Study Week in February, credit value = 20
- Year 3 – Action Research in Practice, pre-placement visit, 180 hours (notionally 30 days) – 6 weeks October – December, credit value = 40 for placement plus Action Research Project.

The work-based learning modules contribute to **all** the overall programme aims.

The modules are mapped to programme learning outcomes on the curriculum matrices on pages 41, 44 and 47. The intended learning outcomes and assessment requirements for each of these modules are documented in detail in the respective module specifications (please refer to Part Three of this document, pages 72, 99 and 148).

All placement time will be undertaken within a single setting in each of the years of study. If specific issues arise where this is not possible, alternative arrangements will be made, e.g. splitting the placement across two settings. Providing choice has potential risks that are associated with the limitations of available placements. The availability of placements is dependent upon the willingness of providers to make opportunities available for students. The Placement Office within the Department of Education has extensive experience in the co-ordination, management and quality assurance of student placements.

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

Links with partners who provide placement opportunities for students will be maintained

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

A range of settings will be used in Wrexham, Flintshire, Denbighshire, Powys, Cheshire and Shropshire. It is planned that in year one, students will undertake placement in a school setting. During years two and three, it is envisaged that students may undertake placement either in a school setting or school support services, reflecting their choice of route in the programme.

Students will undertake placements that involve working with children, young people and vulnerable adults. Therefore they will be required to satisfactorily complete a Disclosure and Barring Service (DBS) check upon entry to the programme. This entry condition will be administered by Glyndŵr University's School for Undergraduate Studies Office and will be funded by the individual students.

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

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

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

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

for their future employment, satisfying their needs as potential employees as well as the needs of partner organisations and employers.

For students who have declared any additional needs/requirements and/or disabilities, the Placement Office would liaise with the setting and the Liaison Tutor and make any reasonable adjustments accordingly.

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

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

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

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

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

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

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

The programme will operate within Glyndŵr University's framework for meeting legislative

requirements regarding health and safety. All new placements used will undergo a risk assessment. All placement settings will complete a partnership agreement between themselves and Glyndŵr University, copies of which will be held by the Placement Office.

Welsh Medium 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).

Welsh speaking placements and Liaison Tutors may also be requested by students and the Placement Officer will endeavour to secure these, subject to availability.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies

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

The broad range of assessment strategies will include a variety of formal, informal, formative and summative methods, all designed to enable the student to achieve the module learning outcomes, enhancing learning within and across modules and embrace inclusivity and diversity of student competencies. In particular, the assessments will enable theory to inform practice and be an opportunity to synthesise information and ideas from many sources. Methods include case studies, problem solving, use of the VLE, direct observation with planning, reflection and evaluation (microteaching), essays, reflective reports, practical tasks, portfolios, presentations, collaborative group projects and research projects. Assessment requirements for each module are detailed in the matrix on page 50.

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

Participants will be informed of assessment requirements by tutors in the Module Handbooks at the commencement of the module. At the time the assessment task is presented, assessment criteria will be clearly communicated to students, together with the weighting of each criterion, to ensure transparency. Module Leaders will carefully devise the matrix to reflect the learning outcomes of the module to be met and the method/s of assessment. Generic criteria applied to all module assessments will encourage critical reading of relevant literature and research, analysis and reflection and enable students to draw upon and evaluate their personal and work-based experiences, where appropriate, linking theory to

practice. Work will be assessed against each criterion and will be graded in accordance with Glyndŵr University's regulations for undergraduate study. Formal assessments will be supported by Directed Study Tasks through the modules. Students may submit assessments in Welsh if they wish. These will be marked by an appropriate tutor and feedback will be provided through the medium of Welsh.

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

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

Second marking offers tutors the opportunity to confirm their interpretation of the criteria. External Examiners will sample work from modules at levels 5 and 6, enabling them to scrutinise the fairness of the marking and to make appropriate recommendations where necessary.

Every effort will be made to ensure that the scheduling of assessments is evenly distributed; however, with a modular framework 'hot spots' can occur. By varying the assessment tasks and ensuring the assessment is central to the learning experience, it is possible to stagger the process. Students will be provided with an assessment schedule at the beginning of each year to assist with their time management. Personal organisation and time management are elements within the Education in Context module at level 4. The proposed timetable for assessment submission for Year 1/Level 4 2013/14 may be referred to on page 52.

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

Overview of module assessments through the programme

Modules	Core/ opt	Credit value	Assessment	Weighting
Level 4				
<i>Education in Context</i>	C	20	<ul style="list-style-type: none"> • Essay • Literature Review 	50% 50%
<i>Observing Learning, Teaching and Assessment</i>	C	20	<ul style="list-style-type: none"> • Portfolio • Reflective practice - Personal Development Plan 	70% 30%

<i>Foundations in Counselling</i>	C	20	<ul style="list-style-type: none"> • Essay • Individual presentation 	80% 20%
<i>Introduction to the Psychology of Education (Learning Theories)</i>	C	20	Rationale, microteaching and reflective evaluation Observation and evaluation of peers	100%
<i>Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN)</i>	C	20	<ul style="list-style-type: none"> • Case study • Coursework 	60% 40%
<i>The Learning Environment</i>	C	20	<ul style="list-style-type: none"> • Group presentation • Reflective learning journal 	75% 25%
Level 5				
<i>Research Methods: Theory and Practice</i>	C	20	Portfolio	100%
<i>Learning, Teaching and Assessment in Practice</i>	C	20	<ul style="list-style-type: none"> • Portfolio • Reflective practice - Personal Development Plan 	70% 30%
<i>Inclusion: Theory, Policy and Practice</i>	C	20	Essay	100%
<i>Learning Beyond the Classroom</i>	C	20	<ul style="list-style-type: none"> • Report • Presentation 	60% 40%
<i>Developing Skills in the Core Curriculum 1</i>	O	20	<ul style="list-style-type: none"> • Coursework • Essay 	60% 40%
<i>Developing Skills through the Foundation Curriculum 1</i>	O	20	<ul style="list-style-type: none"> • Essay • Written presentation 	25% 75%
<i>Counselling Skills in Education</i>	O	20	<ul style="list-style-type: none"> • Learning journal • Essay 	50% 50%
<i>Developmental Psychology</i>	O	20	<ul style="list-style-type: none"> • Essay • Practical exercise 	50% 50%
<i>or Cognitive Psychology</i>			<ul style="list-style-type: none"> • Report • Practical exercise 	50% 50%
<i>Supporting Children and Young People: Speech, Language and Number</i>	O	20	<ul style="list-style-type: none"> • Exam • Coursework 	40% 60%
<i>Supporting Children and Young People: Behavioural, Emotional and Social Difficulties (BESD)</i>	O	20	Report, including case study	100%

Level 6				
<i>Action Research in Practice</i>	C	40	<ul style="list-style-type: none"> • Research article • Reflective practice - Personal Development Plan 	60% 40%
<i>Professional Enrichment</i>	C	20	Oral assessment	100%
<i>The Creative Curriculum</i>	C	20	<ul style="list-style-type: none"> • Group Project • Reflective Practice 	75% 25%
<i>Developing Skills in the Core Curriculum 2</i>	O	20	Coursework	100%
<i>Developing Skills through the Foundation Curriculum 2</i>	O	20	Essay	100%
<i>Counselling Children and Young People</i>	O	20	<ul style="list-style-type: none"> • Group presentation • Practical 	30% 70%
<i>Educational Psychology</i>	O	20	<ul style="list-style-type: none"> • Essay • Report 	50% 50%
<i>ALN/SEN: Specialist Support</i>	O	20	Case study	100%
<i>Negotiated Study: Learners with Complex Needs</i>	O	20	<ul style="list-style-type: none"> • Negotiated Learning Contract • Report 	30% 70%

Proposed assessment calendar (submission dates) 2013 – 2014

Year 1 (Level 4)

Week	Wk/bg	Module	Assessment
9	23.09.13	Induction week – Year 1	
10	30.09.13		
11	07.10.13		
12	14.10.13		
13	21.10.13	Education in Context	Essay (interim/formative assessment)
14	28.10.13	Tutorial/study week	
15	04.11.13	Placement	
16	11.11.13	Placement	
17	18.11.13		
18	25.11.13		
19	02.12.13		
20	09.12.13	Introduction to Psychology	Rationale, microteaching and reflective evaluation Observation and evaluation of peers

21	16.12.13	Christmas Vacation	
22	23.12.13		
23	30.12.13		
24	06.01.14	Education in Context	Essay Literature Review
25	13.01.14		
26	20.01.14		
27	27.01.14		
28	03.02.14		
29	10.02.14		
30	17.02.14		
31	24.02.14	Tutorial/study week	
32	03.03.14		
33	10.03.14	Placement	
34	17.03.14	Placement	
35	24.03.14		
36	31.03.14	Foundations in Counselling	Presentation
37	07.04.14	Observing Learning, Teaching and Assessment	Portfolio and PDP
38	14.04.14	Easter Vacation	
39	21.04.14		
40	28.04.14	Introduction to ALN/SEN Foundations in Counselling	Case Study Coursework Essay
41	05.05.14	The Learning Environment	Group Presentation Learning Journal
42	12.05.14		
43	19.05.14		
44	26.05.14	Tutorial/study week	
45	02.06.14		
46	09.06.14		
47	16.06.14		
48	23.06.14		
49	30.06.14		

Assessment regulations that apply to the programme

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

There is no request for derogations from regulations.

All assessments lead to the gaining of credits.

Borderline classifications will be addressed thus:

Substantial module – Level 6 Action Research in Practice

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% of the credits at level 6 fall within the higher classification
- All level 6 modules have been passed at the first attempt.

Programme Management

Programme Team

Judith Morris – Programme Leader/Module Leader
 Professor Patrick Costello – Module Leader
 Dr David Harrison – Module Leader
 Emma Constantine – Module Leader/Admissions Tutor
 Karen Rhys-Jones – Module Leader
 Jayne Osborne – Module Leader
 Marion Gossman – Module Leader
 Jane Bulkeley – Module Tutor
 Professor Christopher Lewis – Module Tutor
 Phill De Prez – Module Leader
 Victoria Woodward – Module Leader
 Sally Baker – Module Tutor
 Sahar Hamid – Module Tutor
 Fiona Lintern – Module Tutor
 Emyr Williams – Module Tutor
 Mandy Robbins – Module Tutor
 Julia Russell – Module Tutor
 Kevin Hughes – Placement Officer

It is anticipated that the Programme Team may utilise the expertise of appropriately qualified sessional lecturers and guest speakers as required including placement providers, to enhance the programme. Particular expertise is required to deliver ALN/SEN modules at Levels 5 and 6. The Programme Leader will seek approval from the appropriate authorities for any sessional appointments.

Quality Management Arrangements

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

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

- The overall design, preparation, management, development and review of the curriculum and programme portfolio;

- Timetabling of the programme;
- 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;
- Promoting partnerships with, liaison, communication, management and co-ordination between the Glyndŵr University team and work-based placement settings, alongside the Placement Officer.

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

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, SEMs, quality assurance questionnaires and the National Student Survey. The programme team value and take seriously any feedback given, whether this is from within course teams, students, partners, employers, external agencies or external examiners.

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

The Assessment and Award Boards will meet in line with the University Assessment Schedule to consider the assessment results and feedback from External Examiners on the progress and development of the programme.

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

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

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

Research and Scholarship Activity

Research is co-ordinated by Professor Patrick Costello. It is promoted and monitored by the Professional and Vocational Education Research Unit, whose team comprises experienced researchers from a range of educational disciplines. The programme team consider it essential that research should underpin the curriculum. Knowledge and expertise gained through research and scholarship activity informs tutor's planning and is disseminated through seminars, teaching and via the University's VLE.

The Department of Education Annual Research and Scholarship Report 2011-2012 is available electronically and gives details of relevant research and scholarship activity.

Particular support for learning

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

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

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

The University library has some subject specific texts already in place. Some additional updated texts may be required but estimated to be approximately £1000 which is within Education's project account to 'pump-prime' the programme. Psychology texts are in place. The Department of Psychology intends to commit £500 initially to ensure sufficiency with the proposed increase in student numbers. Access is available to electronic resources and journals (Athens).

The programme will benefit from the support of the Education Placement Office and the University's centralised services of undergraduate studies, provided by the School for Undergraduate Studies Office.

The programme can be delivered within existing accommodation.

Induction

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

Equality and Diversity

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

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