

PROGRAMME SPECIFICATION PROFORMA

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body	NA
What Type of accreditation does this programme lead to?	NA
Is accreditation in some way dependent on choices made by students?	NA
Final award/s available	BA (Hons) BA Ordinary Diploma of Higher Education Certificate of Higher Education
Award title	Education and Childhood Studies
JACS2 Code	X300
UCAS code	X310
Relevant QAA subject benchmark statement/s	Early Childhood Studies Education Studies Benchmarks
Other external and internal reference points used to inform the programme outcomes	Links to a range of local and national partnership agencies within the child, family and education sectors.
Mode/s of study	Full-time Part-time
Language of study	English with a proportion being available in Welsh
Date at which the programme specification was written or revised	Updated August 2012
Criteria for admissions to the programme	
Entry for the programme will be in accordance with institutional requirements for	

undergraduate admissions. Due to the nature of the programme, those applying for places would need to demonstrate a commitment to work within the Education and / or Families and Childhood Studies areas. This can be established by showing appropriate academic achievement and demonstrating the possession of knowledge and experience.

All applicants must have GCSE English Language or Welsh (grade C or above) and Maths or Science (grade C or above), **and**

Either: 240 UCAS points at A level in relevant subject areas;
Or 200 UCAS points at A level in relevant subject areas and the Advanced Welsh Baccalaureate

Or one of the following qualifications or equivalent:

- BTEC Diploma in Early Years (Merit)
- CACHE Diploma in Child Care and Education (240 points)
- NVQ (Level 3) related to working with children
- BTEC Health Studies (Merit)
- GNVQ/AVCE Health and Social Care (240 points)
- Access Diploma to Higher Education (Merit Profile)

Completion of a successful interview and evidence of experience of working with children, young people and families with the United Kingdom is also a requirement.

As students undertake placements in organisations involving children, young people and vulnerable adults, they are required to complete an enhanced Criminal Records Bureau (CRB) check as a condition of entry to the programme. This process will be administered via Glyndŵr University but will be funded individually by students. The CRB process is administered centrally within the Student Programmes Centre. Individual students must provide evidence of their CRB clearance and Glyndŵr University student identification card when attending placement.

Following the initial CRB check, individual students will be required to complete an annual declaration regarding their CRB status.

For those applicants who possess recognised qualifications, but are not included in the above list for entry into Higher Education, AP(E)L procedures may be used to take into account any appropriate experience they may have.

Aims of the programme

This programme is for people interested in working with children and families in both formal and informal education settings. Comprising academic study and work experience, this course will help students explore theoretical perspectives and issues related to education and learning. It offers an alternative route into teaching whilst keeping options open for other career opportunities that involve work with children, young people and families.

The programme of Education and Childhood Studies provides a coherent and responsive educational experience for those with an interest in educational policies and practice. This programme is designed to appeal to participants who may be unsure of particular career progression and wish to keep their options open. The programme will help participants to understand how children and young people develop and learn. It facilitates a study of the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of appropriate disciplines. It involves the

intellectually rigorous study of educational processes and perspectives, and the cultural, societal, political, historical, psychological and emotional contexts within which they are embedded.

In some cases, the occupational outcome may be contingent upon further postgraduate study, including PGCE (Initial Teacher Training) or PCET (Post Compulsory Training) programme or onto an MA in related field. Among the possible occupations that an Education and Childhood Studies degree will support are: vocational training and development work; special educational needs and learning support; youth and community work; roles within charitable organisations; work in child and family settings; health and welfare promotional work; and educational research.

Distinctive features of the programme

This degree programme is delivered via a spiral curriculum, offering students opportunities to develop skills of reflection, analysis, synthesis and evaluation to make relevant links between theory and practical application. The programme includes a range of modules including work placement which assists students in deciding career pathways as well as supporting independent study. The academic tutorial process is embedded within the programme. Students have an opportunity to regularly meet with their academic tutor to discuss feedback received, to build on strengths and look at areas of development to raise assessment grades and explore possible future career options.

This programme produces graduates who are critically informed about a range of contemporary issues relating to education, child and family policy and practice. The programme develops a range of transferable skills, which will prepare students for employment in a range of sectors.

A major learning resource is the work placement where students work closely with named mentors and the visiting liaison tutor to plan and gain a range of experiences, for example through focused observations, review of documentation and completing a range of course set tasks. A range of settings are used across a number of counties, including Wrexham, Flintshire, Denbighshire, Powys, Cheshire and Shropshire.

All of the above features contribute towards the high levels of retention across all years of this programme. At the end of the 2011 academic year, figures were as follows:

Year 1 - 94%; Year 2 - 96%; Year 3 - 100%

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

- The programme is available on both a full-time (usually three years) and part-time (usually six years) basis.
- All modules carry 20 credit points with a 40 credit research module at level 6.
- Academic study and ICT skills are embedded at level 4 and continue to be supported throughout levels 5 and 6.
- Employability is embedded throughout the programme – through work experience and placement modules at all levels (65 days in total); careers conference (level 5), research event (level 6).
- Optional modules are available at all levels.

Level 4 (Year 1) modules develop foundation-level skills and concepts, confidence in

managing degree-level study. Students develop some detailed knowledge of key areas, are able to undertake limited forms of intellectual exploration, and acquire basic skills of presentation, argument, research and interpretation. Level 4 also offers opportunities to apply theory to practice and reflect upon skills and ideas.

Core Modules – Play; Academic Development and Reflective Practice; Observation and Assessment in Practice; Development of Literacy and Numeracy; Managing Effective School Environments.

Optional Modules - Families and Society; Creativity, Technology and Scientific Thinking.

Placement – 20 days (2 x 10 day blocks)

Level 5 (Year 2) modules provide opportunities for consolidation and breadth. Modules at Level 5 offer deeper insights into key themes associated with education in its wider context, policies and pedagogy. Level 5 allows wider links with practice to be made, whilst examining how practitioners can impact upon the provision offered.

Core Modules – Inclusion; Skills for the Workplace; Research Methods; Primary Curriculum; Healthy Schools.

Optional Modules - Safeguarding Children and Young People; Playworking.

Placement – 25 days (1 x 15 days and 1 x 10 days blocks)

Level 6 (Year 3) modules deal with more complex, difficult and challenging concepts. Modules encourage further individual self-reliance, independent thinking, skills in research and detailed exploration. Level 6 placement offers a research base, encouraging individuals to analyse coherence between policy and practice.

Core Modules - Promoting Positive Behaviour; Education for Citizenship; Practice Based Evaluation; Teaching and Learning Techniques.

Optional Modules - Special Educational Needs; Multi-Agency Working.

Placement - 20 days (2 x 10 day blocks)

Throughout the duration of the programme students are timetabled for weekly academic tutorial sessions, which include group and one-to-one activities. During this time information on future career and study opportunities are included. Meetings with tutors to consider assessment feedback to facilitate action planning and provide support mechanisms to enhance academic and practical learning.

External Examiners report that students praise the tutors for the personalised attention they provide.

Possible Exit Awards

Certificate of HE in Education and Childhood Studies – following successful completion of 120 credits at Level 4.

Diploma of HE in Education and Childhood Studies – following successful completion of level 4 and 120 credits at Level 5;

BA Education and Childhood Studies (Ordinary Degree) - following the successful completion of any further 60 credits at Level 6 giving a total of 300 credits overall.

Intended learning outcomes of the programme

On completion of Level Four:

(A) Knowledge and Understanding

Participants will be able to show understanding of the basic principles of education, development and well-being with reference to:

1. philosophical, historical, sociological and cultural perspectives;
2. the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of cognate disciplines;
3. developmental and / or learning theories and their application with a range of learning and teaching contexts;
4. formal, informal and non-formal aspects and relate these concepts to learning, cultural and social education, within the context of multi-disciplinary approaches adopted in the care of children, young people and families;
5. their own values and the significance of ethical issues relating to their area of study;
6. contemporary developments in education and the welfare of children, young people and families associated with equity, diversity and inclusion.

(B) Intellectual Skills

Participants will be able to:

1. locate and evaluate qualitative and quantitative materials;
2. think reflectively;
3. compare and apply theories from learning and teaching in simulated activities;
4. discuss and evaluate different viewpoints;
5. present different viewpoints.

(C) Subject Skills

Participants will be able to:

1. apply basic theoretical / conceptual frameworks to practice;
2. read relevant literature and begin to reference work effectively;
3. undertake observation of practice.

(D) Practical, professional and employability skills

Participants will be able to:

1. plan, present and deliver information in written forms and oral presentations;
2. develop their ICT skills to support the presentation of information;
3. discuss and develop appropriate professional skills in such areas as ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
4. begin to take responsibility for own learning and time management.

On completion of Level Five:

(A) Knowledge and Understanding

Participants will be able to analyse and demonstrate understanding of some key principles of education, development and well-being with reference to:

1. philosophical, historical, sociological and cultural perspectives;
2. the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of cognate disciplines;
3. developmental and / or learning theories and their application with a range of learning and teaching contexts;
4. formal, informal and non-formal aspects and relate these concepts to learning, cultural and social education, within the context of multi-disciplinary approaches adopted in the care of children, young people and families;
5. their own values and the significance of ethical issues relating to their area of study;
6. contemporary developments in education and the welfare of children, young people and families associated with equity, diversity and inclusion.

(B) Intellectual Skills

Participants will be able to:

1. locate and analyse qualitative and quantitative materials;
2. think reflectively and critically;
3. analyse, compare and apply some key theories from learning and teaching in simulated activities;
4. debate, reflect upon and evaluate different viewpoints;
5. present and justify different viewpoints.

(C) Subject Skills

Participants will be able to:

1. apply theoretical / conceptual frameworks to practice;
2. read a range of literature, select appropriate information and reference work effectively;
3. undertake observation of practice and evaluate findings in order to develop professional insight;
4. demonstrate understanding and application of research methodology.

(D) Practical, professional and employability skills

Participants will be able to:

1. plan in-depth, present and deliver information in a variety of written forms and oral presentations;
2. develop their ICT skills to enable the appropriate presentation of information;
3. develop, practise, reflect upon and apply professional skills in such areas as ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
4. demonstrate responsibility for own learning, time management and work to deadlines.

On completion of Level Six (Ordinary):

(A) Knowledge and Understanding

Participants will be able to analyse and demonstrate critical understanding of the fundamental principles of education, development and well-being with reference to:

1. philosophical, historical, sociological and cultural perspectives;
2. the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of cognate disciplines;
3. developmental and / or learning theories and their application with a range of learning and teaching contexts;
4. formal, informal and non-formal aspects and relate these concepts to learning, cultural and social education, within the context of multi-disciplinary approaches adopted in the care of children, young people and families;
5. their own values and the significance of ethical issues relating to their area of study;
6. contemporary developments in education and the welfare of children, young people and families associated with equity, diversity and inclusion.

(B) Intellectual Skills

Participants will be able to:

1. critically analyse, synthesise and evaluate qualitative and quantitative materials;
2. think reflectively and critically;
3. critically analyse, compare and apply key theories from learning and teaching in simulated activities;
4. critically debate, appreciate and evaluate different viewpoints;
5. present justified and critically substantiated argument.

(C) Subject Skills

Participants will be able to:

1. critically apply theoretical / conceptual frameworks to practice;
2. read a range of relevant literature critically and reference work effectively;
3. undertake observation of practice and critically evaluate finding in order to develop perceptive insight;
4. demonstrate understanding and application of research methodology.

(D) Practical, professional and employability skills

Participants will be able to:

1. plan in-depth, present and deliver information critically in a variety of written forms and oral presentations;
2. develop their ICT skills to enable the appropriate presentation of a wide range of information;
3. debate, practise, reflect upon and apply effective professional skills in such areas as communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
4. demonstrate responsibility for own learning, time management and always work to deadlines.

On completion of Level Six (Honours):

(A) Knowledge and understanding

Participants will be able to analyse and demonstrate critical understanding of the fundamental principles of education, development and well-being with reference to:

1. philosophical, historical, sociological and cultural perspectives;
2. the nature of knowledge, and a critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of cognate disciplines;
3. developmental and / or learning theories and their application with a range of learning and teaching contexts;
4. formal, informal and non-formal aspects and relate these concepts to learning, cultural and social education, within the context of multi-disciplinary approaches adopted in the care of children, young people and families;
5. their own values and the significance of ethical issues relating to their area of study;
6. contemporary developments in education and the welfare of children, young people and families associated with equity, diversity and inclusion.

(B) Intellectual Skills

Participants will be able to:

1. critically analyse, synthesise and evaluate qualitative and quantitative materials;
2. think reflectively and critically;
3. critically analyse, compare and apply key theories from learning and teaching in simulated activities;
4. critically debate, appreciate and evaluate different view-points;
5. present justified and critically substantiated argument.

(C) Subject Skills

Participants will be able to:

1. critically apply theoretical / conceptual frameworks to practice;
2. read a range of relevant literature critically and reference work effectively;
3. undertake observation of practice and critically evaluate findings in order to develop perceptive insight;
4. critique and demonstrate understanding and application of research methodology.

(D) Practical, professional and employability skills

Participants will be able to:

1. plan in-depth, present and deliver information critically in a variety of written forms and oral presentations;
2. develop their ICT skills to enable the appropriate presentation of a wide range of information;
3. debate, practise, reflect upon and apply effective professional skills in such areas as ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
4. demonstrate responsibility for own learning, time management and always work to deadlines.

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

The start of the programme commences with an induction week, which enables students to get to know each other, the staff and the programme. Students are issued with programme handbooks and module guides which provide detail on modules, assessment criteria and tasks. Students are introduced to colleagues from across Glyndŵr University, who provide a wider range of support networks.

The programme team value and endeavour to draw upon students' past and current experiences and provide the chance to enhance those experiences in the light of new learning. To facilitate this module delivery includes a range of learning and teaching strategies such as lectures, seminars, workshops, discussions, debates, role-play, group-based learning, individual and group tutorials, case studies, problem-based learning, visiting speakers and work placements in a range of settings for children, young people and families. These activities are supplemented by the use of Moodle VLE and directed private study designed to prepare students for formal learning and teaching situations.

To 'model' practice and allow students to practise skills before and after undertaking work placement experiences, the programme team mirror what has been observed within work settings. This approach is highly regarded by partner agencies and placement providers as it equips students with a range of transferrable work-based skills such as an appreciation of ethical issues, confidentiality and anti-discriminatory practice.

To support links between theory and practice placement opportunities are available in: schools; special educational provision; educational welfare; English as an Additional Language service; library service; school psychological service; nurseries; language and play schemes; hospital and hospice settings; children/family centres; Child and Adolescent Mental Health Services (CAMHS); outdoor education centres; youth justice service; Young Carers; Women's Aid; Home Start; Sure Start; Flying Start and Barnardos.

Individual students are given an opportunity to choose specific types of placement setting at each level of the programme. All placements are set-up and monitored by a placement officer who maintains close links with staff and students on the programme. The placement handbook outlines the responsibilities of those involved in the facilitation and monitoring of the placement experience, including the student, Glyndŵr University liaison tutor and placement.

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

External examiners comment that the quality of the learning experiences and assessment are excellent in preparing students for various roles within the child, family and education sectors.

Welsh Medium

Welsh Government policy and practice relating to work with children, young people and families is embedded into the delivery of the programme, with Welsh medium placements available if students wish to access these. Students whose first language is Welsh can

submit written assessment in the Welsh language.

Additionally, approximately 11% of the programme can be undertaken through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The QAA Code of Practice on assessment, the Credit and Qualification Framework for Wales and Glyndŵr University's Assessment Guidance Handbook inform the assessment strategies for this programme.

Assessments will include a variety of formal, informal, formative and summative techniques. Among the methods of assessment used are essays, portfolios, reflective reports, seminar papers, presentations, micro-teaching exercise, examinations, group / team assignments, observational reflective reports, problem-based learning and case studies.

Groupwork is a vital component of the development of work-based skills, but can raise issues when assessing individual contribution to given tasks. This has been monitored and developed in consultation with external examiners and student representatives. Individual reflection of the groupwork and the contribution made by all team members, is central to the assessment process, therefore, specific marks are awarded for the production of an individual journal/log.

Second marking offers tutors the opportunity to confirm their interpretation of the criteria. The external examiners sample work from modules across the levels 5 and 6 of the programmes enabling them to scrutinise the fairness of the marking and to make appropriate recommendations, where necessary.

All tutors use a generic feedback sheet that includes a general comment of the quality of work presented, a matrix of generic criteria with weighted grading and a comment section for the identification of strengths and areas for development. In all cases this will be adapted by module leaders to reflect the different tasks, methods of assessment and assessment criteria. External Examiners report that the assessment feedback given to students is more extensive than that given in many other universities.

Efforts are 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 integral to the learning process it is possible to stagger the timing.

Assessment regulations that apply to the programme

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

Programme Management

Programme Leader – Paula Hamilton

Programme Team – Emma Constantine; Duane Chong; Gillian Danby; Judith Dalton-Morris; Ruth Davies; Paula Hamilton; Kevin Hughes; John Luker; Martyn Roberts; Liz Sheen; Karen

Southern; Ben Tawil; Kate Wagner.

The programme team work closely together to support students and plan, deliver and assess the curriculum, meeting regularly to consider and implement student feedback.

Retention, progression and achievement are excellent and reflect the staff team's commitment to supporting the individual needs of students, whilst encouraging access to Glyndŵr University student services when required.

External Examiners comment that the student voice is heard and addressed, they are firmly supported by the programme team and that 'students are treated as people'.

A number of programme members have or are currently undertaking research degrees (M.Phil/ Ph.D.) and are also involved in writing for publication. Some staff have membership of professional groups and bodies; others are external examiners for other HE institutes; many have presented papers at local, national and international conferences and events.

Feedback on programme delivery, quality and fitness comes from a range of stakeholders, including, students, staff and partners, through meetings, written and verbal feedback, student's perceptions of modules (SPOMs), quality assurance questionnaires and the National Student Survey (NSS). The programme team values and takes seriously any feedback given, whether this is from within the programme team, students, partners, employers, external agencies or External Examiners.

Each student group nominates two peers to act as representatives for each academic year. These students attend Staff-Student Consultative Committees, with tutors, to discuss topics relating to the programmes and other University wide issues.

Particular support for learning

Many applicants, regardless of their previous academic and practical experiences, find the transition to higher education a difficult one therefore, it is important that this is supported to encourage the development and mastery of personal, practical and academic skills.

Students meet their academic tutor regularly during the year. These meetings provide an opportunity to discuss progress and any areas of concern. Tutors are the first point of call and will provide guidance as to where students can gain appropriate support.

The External Examiner notes that the programme team members work closely together. This is reflected during induction, where support for the 'getting to know you' process begins for staff and students. Various colleagues from across Glyndŵr University also have an input, including careers, student support, finance and the counselling service.

The Glyndŵr University Assignment Extension and the Extenuating Circumstances procedures are utilised effectively allowing students to continue with their studies, progress and/or gain their awards.

If students wish to talk to anybody about learning needs or a disability, they may approach any member of the programme team or they can contact Glyndŵr University Student Support Services.

Equality and Diversity

We aim to provide equality of opportunity for all our students and will do our best to provide the resources and learning opportunities that are needed by students with specific and additional learning needs.

Team members have experience of meeting the professional and personal development needs of a wide audience, including individuals entering higher education from non-traditional backgrounds.