

PROGRAMME SPECIFICATION PROFORMA



PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

Awarding body/institution	University of Wales
Teaching institution	Glyndwr University
Details of accreditation by a professional, statutory or regulatory body	
Final award/s available	BA (Hons) Degree BA Ordinary Degree Diploma in Higher Education Certificate in Higher Education
Award title	Education and Childhood Studies
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	
Mode/s of study	Full-time Part-time
Language of study	English with options to be assessed through the medium of Welsh
Date at which the programme specification was written or revised	14 th September, 2010 Updated March 2014

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 onto a PGCE (Initial Teacher Training) or a PGCE (PCET); or into Health Promotion; 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; learning support, special educational needs, including out of school hours provision; youth and community work; social work; roles within charitable organisations; work in child and family settings; health and welfare promotional work; consultancy and educational research.

Intended learning outcomes of the programme

BA (Hons) Education and Childhood Studies

(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.

Skills and other attributes

(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.

Certificate of Higher Education in Education and Childhood Studies

(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 view points;
5. present different view points.

(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.

Diploma of Higher Education – Education and Childhood Studies

(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

	<p>simulated activities;</p> <p>4. debate, reflect upon and evaluate different view points;</p> <p>5. present and justify different view points.</p>
(C) Subject Skills	<p>Participants will be able to:</p> <p>1. apply theoretical / conceptual frameworks to practice;</p> <p>2. read a range of literature, select appropriate information and reference work effectively;</p> <p>3. undertake observation of practice and evaluate findings in order to develop professional insight;</p> <p>4. demonstrate understanding and application of research methodology.</p>
(D) Practical, professional and employability skills	<p>Participants will be able to:</p> <p>1. plan in-depth, present and deliver information in a variety of written forms and oral presentations;</p> <p>2. develop their ICT skills to enable the appropriate presentation of information;</p> <p>3. develop, practise, reflect upon and apply professional skills in such areas as ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;</p> <p>4. demonstrate responsibility for own learning, time management and work to deadlines.</p>
BA Education and Childhood	
(A) Knowledge and Understanding	<p>Participants will be able to analyse and demonstrate critical understanding of the fundamental principles of education, development and well-being with reference to:</p> <p>1. philosophical, historical, sociological and cultural perspectives;</p> <p>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;</p> <p>3. developmental and / or learning theories and their application with a range of learning and teaching contexts;</p> <p>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;</p> <p>5. their own values and the significance of ethical issues relating to their area of study;</p> <p>6. contemporary developments in education and the welfare of children, young people and families associated with equity, diversity and inclusion.</p>
(B) Intellectual Skills	<p>Participants will be able to:</p>

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 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.

Distinctive features of the programme

This degree programmes 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 include modules which encompass work placement which assist students in deciding career pathways as well as supporting independent study. The Personal Development Planning (PDP) process, embedded within the programmes, facilitates the experiential learning cycle, encouraging reflection and the application of theory to practice.

This programme aims to produce graduates who are critically informed about and engaged with contemporary issues relating to education, child and family policy and practice, who have clear understanding of the significance of values and ethics, and who can demonstrate personal development through key transferable skills. The programmes will develop a range of transferable skills, which will prepare students for employment in a range of sectors.

The programme facilitates access and inclusion for a diverse student body, including those wishing to study on a part-time basis and those from groups under-represented

in higher education.

A major learning resource will be 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.

Learning, teaching and assessment strategies used to enable outcomes to be achieved and demonstrated

All students will commence with an Induction Week, which will introduce them to each other, to the staff and to their respective programmes. Students will receive programme handbooks outlining the overall aims and learning outcomes, which will be complemented by module guides, which provide further detail on module outcomes, assessment briefings and criteria. During Induction students are introduced to the programme teams and colleagues from across Glyndŵr University, who provide a wider range of support networks.

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

Module delivery will be facilitated by a range of learning and teaching strategies including lectures, seminars, workshops, discussions, debates, role-play, group-based learning, individual and group tutorials, case studies, problem-based learning, utilisation of visiting speakers and a range of work placements in formal and informal education settings. These activities will be supplemented by the use of Moodle VLE and directed private study designed to prepare students for formal learning and teaching situations. A learner-centred approach will be adopted which reflects Glyndŵr University's core values to promote respect of the individual within the context of the development of a community of learning.

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.

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, therefore, individual reflection of the groupwork and the contribution made by all team members, is central to the assessment process.

Assessment regulations that apply to the programme

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

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

- All modules are 20 credit points with a 40 credit research model at level 6.
- Basic study skills, ICT skills and personal development planning are embedded at level 4 and continue to be supported throughout levels 5 and 6. e.g Skills for the Workplace and Research Methods (level 5); Practice Based Evaluation (level 6).
- Employability is embedded throughout the programme – through work experience and placement modules at all levels; careers conference (level 5), research conference (level 6).
- Sustainability and Entrepreneurship – Promoting Positive Environments, Curriculum and Inclusion modules support the planning, development, delivery and evaluation of resources for the work place.
- Optional modules are available at all levels.

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

Core Modules – Play; Academic Development and Reflective Practice; Observation and Assessment in Practice (includes placement); Development of Literacy and Numeracy; and Safe and Stimulating Schools .

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

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 in its wider context, policies and pedagogy. Level 5 allows wider links with practice to be made, whilst examining how they, as a practitioner, can impact upon the provision offered.

Core Modules – Inclusion; Skills for the Workplace (includes placement); Research Methods; Primary Curriculum (Key Stage 2) and Healthy Schools.

Optional Modules - International Policy and Practice; Safeguarding Children and Young People.

Level 6 (Year 3) modules deal with more complex, difficult and challenging concepts which explore the contested areas. 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 approached from scholars and practitioners in the subject field. Level 6 provides practice as a research base, encouraging individuals to analyse coherence between policy and practice.

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

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

Possible Exit Awards

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

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

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

Criteria for admission 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 Childhood Studies area. 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

Either: 200 UCAS points at A level in relevant subject areas;

Or one of the following qualifications or equivalent:

- BTEC Diploma in Early Years (Merit)
- CACHE Diploma in Child Care and Education (200 points)
- NVQ (Level 3) related to working with children
- BTEC Health Studies (Merit)
- GNVQ/AVCE Health and Social Care (200points)
- Access Diploma to Higher Education

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

As participants will undertake intermittent visits and placements in organisations involving children, young people and vulnerable adults they will be required to satisfactorily complete an enhanced Criminal Records Bureau check on entry to the programme. Indeed, this will be 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, however, individual students must provide evidence of their CRB clearance and Glyndŵr University student identification card when attending placement.

Candidates are also eligible for entry under Glyndŵr University's non-standard entry procedure or generally enter the programme following successful completion of an Access to HE programme. For those applicants who possess recognised qualifications, but are not included in the above list for entry into HE, AP(E)L procedures may be used to take into account any appropriate experience they may have.

Indicators of quality

The external examiner notes that the programme team members work closely together. This is reflected in the induction process, where different activities to encourage the 'getting to know you' process begins for staff and students. Various colleagues from across Glyndŵr University have an in-put, including careers, student support, finance and the counselling service.

External examiner comment that students are firmly supported by the programme team and that 'students are treated as people'.

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

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.

The programme develops a range of transferable skills, which will prepare students for employment in a range of sectors.

A range of settings are used across a number of counties, including Wrexham, Flintshire, Denbighshire, Powys, Cheshire and Shropshire. which include:

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; CAMHS; outdoor education centres; youth justice service; Young Carers; Women's Aid; Home Start; Sure Start; Flying Start and Barnardos.

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

Methods for evaluating and improving the quality and standards of the programme

Feedback on programme delivery, quality and fitness comes from a range of stakeholders, including, students, staff and partners, through meetings, written and verbal feedback, SPOMs, quality assurance questionnaires and the NSS survey. The programme team values and takes seriously any feedback given, whether this be from within course teams, students, partners, employers, external agencies and 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 various topics relating to the programmes and other University wide issues.

Particular support for learning

Entering higher education for the first time can be daunting, especially if you have taken a long break from the education system.

Students are allocated an academic tutor during induction, whose role is to assist them in the completion of their PDP document and recording their progress towards meeting the benchmarks.

Students will meet their academic tutor regularly during the year. These informal 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.

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

These programmes facilitate access and inclusion for a diverse student body, including those wishing to study on a part-time basis and those from groups under-represented in higher education.

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.

Team members have experience of meeting the professional development needs of a wide audience which includes those entering higher education from non-traditional

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 learning needs.

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.

Students can be assessed through the medium of Welsh upon request and opportunities to learn Welsh at different levels are available within Glyndŵr University.