PROGRAMME SPECIFICATION

<table>
<tr><td>Awarding body/institution</td><td>Glyndŵr University</td></tr>
<tr><td>Teaching institution (if different from above)</td><td></td></tr>
<tr><td>Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)</td><td>Not Applicable</td></tr>
<tr><td>What type of accreditation does this programme lead to?</td><td>Not applicable</td></tr>
<tr><td>Is accreditation in some way dependent on choices made by students?</td><td>Not applicable</td></tr>
<tr><td>Final award/s available

eg BSc/DipHe/CertHE</td><td>Degree, Certificate or Diploma programmes with an integrated Foundation Year are accessed as an extended programme of study, and students are enrolled on the full integrated degree programme – FdA, BA, BSc or BEng
See below for full list of available programmes</td></tr>
<tr><td>Award title</td><td></td></tr>
<tr><td>JACS 2 code</td><td></td></tr>
<tr><td>UCAS code (available from Admissions)</td><td>Applicants for degree programmes with integrated Foundation Years will enrol on one of the following:
<table>
<tr><th>Foundation Year Strand</th><th>Programme Students Enrol On</th><th>UCAS Code</th></tr>
<tr><td rowspan="6">Art and Design</td><td>BA (Hons) Design: Applied Arts (including Foundation Year)</td><td>W202</td></tr>
<tr><td>BA (Hons) Design: Animation, Visual Effects and Game Art (with Foundation Year)</td><td>W21G</td></tr>
<tr><td>BA (Hons) Design: Film and Photography (including Foundation Year)</td><td>W600</td></tr>
<tr><td>BA (Hons) Design: Graphic Design and Multimedia (including Foundation Year)</td><td>W290</td></tr>
<tr><td>BA (Hons) Design: Illustration, Graphic Novels and Children's Publishing (including Foundation Year)</td><td>WP24</td></tr>
<tr><td>BA (Hons) Fine Art (including Foundation Year)</td><td>W100</td></tr>
<tr><td>Biosciences</td><td>BSc (Hons) Wildlife and Plant Biology (including Foundation Year)</td><td>13C9</td></tr>
</table></td></tr>
</table>

		BSc (Hons) Equine Science and Welfare Management (including Foundation Year)	758D
		FdSc Animal Studies (including Foundation Year)	85D4
		BSc (Hons) Forensic Science	TBC
		BSc (Hons) Geography, Ecology and the Environment	TBC
	Computing	BSc (Hons) Applied Computing (including Foundation Year)	I190
		BSc (Hons) Computer Game Development (including Foundation Year)	I620
		BSc (Hons) Computer Network Management and Security (including Foundation Year)	I120
		BSc (Hons) Creative Media Computing (including Foundation Year)	I15A
	Education	BA (Hons) Families and Childhood Studies (including Foundation Year)	14L1
		BA (Hons) Education (including Foundation Year)	83XO
		BA (Hons) Education (Counselling and Psychotherapy) (including Foundation Year)	83XO
		BA (Hons) Education (Special Educational Needs) (including Foundation Year)	83XO
		BA (Hons) Education and Childhood Studies (including Foundation Year)	7X64
		FdA Early Childhood, Care and Education (including Foundation Year)	TBC
		FdA Learning Support: Teaching and Learning (including Foundation Year)	TBC
		FdA Learning Support: Special Educational Needs (including Foundation Year)	TBC
		Diploma of Higher Education in Person-Centred and Experiential Counselling and Psychotherapy (including Foundation Year)	TBC
	Engineering	BEng (Hons) Aeronautical and Mechanical Engineering (including Foundation Year)	HH4H
		BEng (Hons) Electrical and Electronic Engineering (including Foundation Year)	H602
		BEng (Hons) Performance Car Technology (including Foundation Year)	H331
		BEng (Hons) Renewable Energy and Sustainable Technology (with Foundation Year year)	HH3P
	Media and Creative Technology	BA (Hons) Broadcasting, Journalism and Media Communications (including Foundation Year)	PP3M
		BSc (Hons) Music Technology (including Foundation Year)	W370
		BSc (Hons) Sound Technology (including Foundation Year)	PW33

		BSc (Hons) Television Production and Technology (including Foundation Year)	P390
	Psychology	BSc (Hons) Psychology (including Foundation Year)	1C47
Relevant QAA subject benchmark statement/s	Subject Benchmark Statements as appropriate to named Foundation Year strand: Foundation Year: Art and Design – Subject Benchmark Statement: Art and Design Foundation Year: Biosciences – Subject Benchmark Statement: Biosciences Foundation Year: Education – Subject Benchmark Statement: Education Studies Foundation Year: Engineering – Subject Benchmark Statement: Engineering Foundation Year: Computing - Subject Benchmark Statement: Computing Foundation Year: Media and Creative Technology – Subject Benchmark Statement: Communication, Media, Film and Cultural Studies Foundation Year: Psychology – Subject Benchmark Statement: Psychology		
Other external and internal reference points used to inform the programme outcomes	Foundation Year degree programmes at Level 3 are offered as pathways within integrated programmes by a number of UK HEIs. The design and development of the programme has been informed by review of a range of equivalent programmes offered nationally		
Mode/s of study *(p/t, f/t, distance learning)*	FT/PT [Programme can be accessed on a part-time basis]		
Language of study	English		
Date at which the programme specification was written or revised	Written August 2013 Updated Oct 2013		

Criteria for admission to the programme

Entry to degree programmes with integrated four year Foundation Years is aimed at a range of entrants who do not currently meet the criteria for entry to Glyndŵr University programmes in terms of traditional and/or formal qualification. Admission to these programmes at Foundation Year will therefore be determined on the basis of a policy of flexible entry, supported by initial interview, to all who can demonstrate that they can benefit from, and will successfully complete, the Foundation Year and progress to study on the named full honours degree programme.

Entry to the programme will be conditional on interview and review of applications to confirm that students are able to satisfactorily complete the programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area that the applicant will be able to satisfactorily complete the programme. All applicants must be able to demonstrate a minimum level of competence in English /Welsh Language and in Mathematics/Science, with a pass at Grade C or above in GCSE or an equivalent qualification.

Applicants for entry onto the Education route will be required to complete a Disclosure and Barring Service clearance so a check can be made on their suitability for working with children and/or vulnerable adults.

International students can be admitted to full-time degree programmes with a Foundation Year option provided that they meet the Glyndŵr University minimum entry requirement of IELTS 6.0. Entry with IELTS lower than this is not permissible as the framework does not include any element of English Language upskilling or support.

Aims of the programme

Degree programmes with integrated Foundation Year options are designed to provide supportive access into undergraduate programmes in Biosciences, Education, Engineering, Computing, Psychology or the Creative Industries. They are designed to support a wide range of students from different backgrounds and with non-standard academic qualifications to enter HE. They provide a vehicle for students to study at the University who have missed the level of entry qualifications / UCAS points required to study the traditional 3-year undergraduate degree model.

The following aims apply across the array of Foundation Year strands:

- To provide a common core of academic and study skills sufficient to prepare students for subsequent study and academic success at undergraduate level
- To provide students with core underpinning knowledge, skills and understanding in key areas of Entrepreneurship, Sustainability, and Global Citizenship
- To provide underpinning subject-related skills and knowledge in key areas required for undergraduate study in specified subject disciplines, including Mathematics, Numeracy and IT as and where appropriate
- To provide generic skills and academic knowledge to support student confidence and discipline as appropriate for HE study.
- To provide appropriate subject-specific grounding, in terms of knowledge and skills, to support progression into degree level study in the specialist subject are of the intended degree award

Distinctive features of the programme

The Foundation Year framework is in line with national practice: a number of UK HEIs successfully offer a Foundation Year to provide supportive access into HE.

The proposal is wholly aligned with Glyndŵr University's mission of being *Open to All* and its underpinning commitment to widening participation.

Generic Core Modules

The Glyndŵr University Foundation Year framework is distinctive in its design, comprising a core of 3 generic 20-credit modules made available to students:

- Enterprise and Entrepreneurship (Semester 1)
- Sustainability in Development and Communities (Semester 1)
- The Global Dimension (Semester 2)

Students are required to take at least 2 of these generic modules, one from each Semester. Students in Computing and Engineering are required to take 4 subject-specific modules and 2 generic core modules. This is designed to ensure that students in Engineering and Computing are able to secure effective grounding in Maths and IT, and the additional subject-based module in 'Design and Technology' (taken in place of the Enterprise and Entrepreneurship module) provides this underpinning skills development. Students in Education are also required to take 4 subject specific modules and 2 generic core modules. This is designed to ensure that students in Education are able to experience a curriculum which provides adequate Education-specific module content in addition to the academic skills-based module 'The Confident Learner'. This ensures the learning outcomes for the Education strand are satisfied.

Enterprise and Entrepreneurship
This module is intended to develop enterprise skills and involves delivering a small enterprising project. Students will be supported to develop creative thinking, start building a professional network, explore marketing and branding and create financial reports. The module includes a variety of entrepreneurial role models and workshops delivered from external professional bodies and students are supported by the Zone – Glyndŵr University's student enterprise hub.

Sustainability in Development and Communities
The module will introduce students to the themes of sustainably development and sustainable communities, showing how local, regional and national issues are connected to global sustainability. Through study of these issues students are also led to develop a range of skills necessary to support successful study in HE, including research, analysis and presentation of outcomes.

The Global Dimension
This module looks at a range of issues in an International & Global context. It is also intended to support a student's development in research and communication skills through a Group project, and to support students to become competent in managing information and using IT skills.

These three modules are designed to support core study skills development in:

1. Written, oral and media communication
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving
4. IT skills - digital literacy
5. Information management
6. Research skills
7. Intercultural and sustainability skills

8. Career management
9. Learning to learn – managing personal and professional development, self management
10. Numeracy

The Skills mapping document, presented in Annex A, provides full details of how the generic modules support each of these key skills areas, and the assessment strategies for the three modules confirm how student skills development is supported through summative and formative assessment.

The three modules are also designed to provide a stimulating inter-disciplinary foundation for study at higher levels in key areas of current interest. This is designed to secure appropriate student interest and engagement and to address some of the issues associated with the delivery of general core and key-skills material at this level. Student perception of "content-free" key skills delivery is often negative, and a major design consideration for the present programme is therefore to provide a core curriculum for HE key skills development which is challenging, relevant and engaging. The three common modules support two of the Glyndŵr Graduate attributes in particular, being *enterprising* and having *an international and future-oriented perspective.* The three modules between them support all of the ten Glyndŵr key skills for employability, and provide the foundation for consolidated skills development in their main degree programme.

Subject-specific Modules

The remaining components of the programme are subject-specific, and students follow a module diet which provides opportunity to develop skills, knowledge and understanding in each of the respective subject areas – Art and Design, Bioscience, Computing, Education, Computing, Media and Digital Technology and Psychology. Details of module diets are outlined below.

Art & Design

Modules in this strand are together designed to provide students with grounding in Design, techniques and application to provide appropriate grounding in general Art and Design at Level 3 to support study at HE level, also supporting specialist study in Fine Art and Applied and 3-D Art.

Introduction to Design
This module provides an introduction to the key elements of design practice, and how it involves a creative blending of ideas and concepts, media and design techniques and technologies. This is approached through practical experience of product design and the design process.

Introduction to Applied Arts
This module looks at the basic principles associated with 3-dimensional design and the making of physical 3D objects, approached through live 3D design in a workshop environment. This also includes coverage of health and safety issues, and the need for a practical and safe handling of materials, tools and machinery.

Introduction to Fine Art
This module explores processes, materials and equipment associated with Fine Art practice and the development of an artwork in a Fine Art context. It explores the key stages of the artistic process, including the translation of ideas and images into a finished artwork, and also the importance of understanding how to work creatively with materials and media using processes. The aim is to provide students with the skills, understanding and confidence required for professional work in Fine Art.

Bioscience

Modules in this strand are designed to provide broad-based underpinning knowledge, experience and understanding of scientific methods and laboratory processes to support degree level study in Biology, Biosciences, Geography and Forensic Science.

Introduction to Biosciences
This module provides an introduction to the scientific concepts and methods which underpin the biological sciences, including whole organism biology and cell biology. Topics covered include: cell structure and the biochemicals that are used in the processes that are carried out in the cells; DNA, proteins and the processes of respiration and photosynthesis. Students are also introduced to anatomy in both plants and animals and also study genetics.

Laboratory and Field Skills in Biology
This module provides students with a thorough training in laboratory skills. It includes coverage of experimental method, health and safety, writing risk assessments, use of laboratory equipment including microscopes. Students also explore concepts of ecology and fieldwork, including identification of plants and animals in the wild, using techniques for surveying habitats and developing personal field skills.

Introduction to Experimental Design and Analysis
This module provides grounding in essential scientific and mathematical skills, including consideration of ethics in science and the philosophy underpinning experimental method. Students are encouraged to develop and apply skills through analysis and debate and to develop knowledge and experience of experimental design, data collection, analysis, probability and introductory statistics.

Computing

Foundation year modules in Computing are designed to provide students with the underpinning knowledge and skills required for subsequent study at degree level. This includes effective grounding in Mathematics and Technology as well as wider social issues associated with the impact and application of IT in the modern world.

Computing Mathematics
This module is designed to provide students with the knowledge and confidence in the use of formula, data manipulation and representation, and provide embedded understanding of the different number and data representation systems that are used in computing and computer programming.

Computer Hardware and Software
This module enables students to gain an understanding of the core technology associated with the use and application of computer systems. It provides students with the necessary grounding in the various building blocks of computers - memory, cache, subsystems and architecture of a computer, along with operating systems – required for competent computer practitioners.

Developments in Technology
This module provides grounding in current and social issues in information technology and the impact of current and emerging technology. It is designed to provide an opportunity for students to acquire and develop broad general knowledge of some current research areas in computing and discuss their application in industry and commerce.

Design and Technology
The design and technology module aims at giving students the opportunity to work on practical activities such as programmable robots, CAD design, mechanical/electrical designs, printed circuit design and rapid prototype techniques using packages that will be further developed at degree level.

Education

Modules in Education are designed to provide students with the skills and knowledge required for HE study in Education-related areas, including knowledge of child development, counselling and education in society.

The Confident Learner
This module is a skills-based module which helps students to identify and plan targets required for future education and employment goals, and to develop skills of reflection and critical review of their academic development.

Introduction to Child Development
This module provides foundation-level coverage of the factors which can influence a child's development. It introduces the work of some of the key theorists of child development, such as Piaget, Vygotsky, Rogers, Bruner and Dewey, and explores how their work can be applied and evidenced in practice. There is also consideration of some of the ethical issues which a practitioner needs to consider when undertaking any observation of a child or young person.

Introduction to Health and Well-being
This module provides an overview of the concept of health and well-being in the early years. It includes consideration of issues impacting on health and well-being, including parental health, lifestyle, diet, exercise and safety, and the role in influencing children's physical, social, emotional and cognitive development. The module also considers issues relating to the educational practitioner and the importance of providing a healthy, safe and secure environment for children, supported by an understanding of how settings are supported by legislation and policies. The principles underpinning the rights of children to a healthy lifestyle and environment are also studied.

Introduction to Counselling
This module is designed to support students undertaking the counselling route. It introduces students to the history and key developments of counselling and to introduce some core concepts, key figures and ethical expectations in the field. It offers the opportunity to introduce a number of theoretical approaches and to provide an explanation for the diversity of approaches to counselling as well as an introduction to the development of counselling skills.

Engineering

Modules in Engineering are designed to provide essential key skills and knowledge required for undergraduate studies in Engineering, including foundations of mathematics, introduction to the main areas of Mechanical and Electrical engineering, and considerations of applied engineering and technology. Across all modules emphasis is placed on developing confidence in the understanding and application of these fundamental Engineering skills and knowledge.

Analytical Methods for Engineering
The module provides grounding in mathematics for students entering a degree in Engineering and gives the skills and confidence in the use of algebra, trigonometry, graphs and calculus and has a strong understanding of the different mathematical operations and concepts in order to model systems that are used within Engineering. It also gives students the tools and concepts in order for them develop and apply appropriate techniques for Engineering design.

Design and Technology
The design and technology module aims at giving students the opportunity to work on practical activities such as programmable robots, CAD design, mechanical/electrical designs, printed circuit design and rapid prototype techniques using packages that will be further developed at degree level.

Mechanical Science
The Mechanical Science module is a core element of the foundation year. It provides coverage of the basic knowledge and key skills in mechanical engineering science in order to apply the principles to solve problems in practical situations.

Electrical and Electronic Science
This module provides foundation-level support for HE study of Electrical Engineering, and includes consideration of fundamental areas including analogue and digital electronics, number systems, electrical/magnetic principles and CAD design.

Media and Creative Technology

Modules in Media and Creative Technology are designed to provide a foundation for the HE study of digital media and the use of creative technology in the production of media forms and artefacts. It includes experience of forms of media practice, supported by consideration of media theory and key issues in media practice, as well as developing skills and confidence in the use of media technology.

Creative Media Technology
This module provides an introduction to live working with creative media technology. Students gain experience and knowledge of working on Radio, Recording, TV and Journalism and the various stages of the media production process through working with and applying media technology.

Creative Media Applications
This module provides an introduction to journalistic practice. It will equip students with a basic knowledge of what is needed to produce print, online and broadcast journalism, pitched at an appropriate level for foundation year. This knowledge would be advantageous to any student wishing to forge a career in the creative industries.

Media, Identity, and Modern Culture
This module will provide an introductory overview of the broad media landscape of the current Creative and Media Industries sectors, and introduces some key issues in relation to media theory such as realism representation and the social and cultural impact of the media and media technology within modern society.

Psychology

Foundation-level modules in Psychology are designed to provide a broad-based platform for study at HE level, including coverage of principal theories and theorists, to provide a grounding in research and analytical techniques and methods, and the application of psychology to society and social issues.

Introduction to Theories and Methods in Psychology
This module provides a general introduction to a range of psychological theories and approaches and to the research methods that psychologists use. It considers human behaviours from a variety of perspectives and will consider the strengths and limitations of a range of research methods through an examination of a range of classic and contemporary studies. It includes work in the application of theory to case studies and basic work in research methods and design.

Introduction to Topics in Psychology
This module introduces some of the key research areas in psychology including Social Psychology, Cognitive Psychology, Developmental Psychology and Physiological Psychology. These are explored through small-scale research exercises which provide experience of the application of theory to the study and analysis of human behaviour.

Introduction to Topics in Applied Psychology
This module covers the application of psychology to modern society. It provides a foundation-level understanding of areas such as Forensic Psychology, Health Psychology, Clinical Psychology, Sports Psychology, Educational Psychology and Environmental Psychology. Students are directed to explore issues in the practical application of psychology in studies of examples such as offender profiling, treatments for schizophrenia, or health promotion.

This innovative blending of core general modules and subject-specific skills modules is designed to provide an effective foundation for subsequent HE study. A key design feature has been the commitment to providing a programme which is suitable for all the wide mix of students on the current and possible future four-year degrees. It has also been designed to provide opportunities for students to work in teams of peers with mixed backgrounds and academic interests on interdisciplinary problems. Learning and social integration in the common modules will be complementary and supportive of the disciplinary preparation for Level 4 being provided by the Foundation Year subject-based core modules.

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

The programme is to be delivered over a full academic year, on a full-time semester basis, with 120 credits, comprised of six 20-credit modules. The programme will commence in September of each academic year. Students will apply for the programme on the basis of an assumed progression to the named honours degree route listed with UCAS codes.

The programme will be delivered as a full-time course, although it can be accessed on a part-time basis for students as appropriate. Under such circumstances students will access the modules at a reduced rate per semester, for example, taking 1-2 modules per semester subject to advice and the constraints of timetabling and module scheduling.

Generic Programme Structure

Year One Level Three	T1	**Enterprise and Entrepreneurship** Mod Code BUS316 20 Credits Core Mod Leader: Stephen Bostock	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Core Mod Leader: Colin Stuhlfelder	**OR** **<->**	**Subject Module IV** 20 Credits	**Subject Module I** 20 Credits Core
	T2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader: Colin Heslop	**Subject Module II** 20 Credits		**Subject Module III** 20 Credits	

Foundation Year: Art and Design

Year One Level Three	Sem 1	**Enterprise and Entrepreneurship** Mod Code BUS316 20 Credits Core Mod Leader: Stephen Bostock	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Mod Leader: Colin Stuhlfelder	**Introduction to Design** Mod Code ARD307 20 Credits Mod Leader: Steve Keegan
	Sem 2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader Colin Heslop	**Introduction to Applied Arts** Mod Code ARA307 20 Credits Mod Leader: Cerys Alonso	**Introduction to Fine Art** Mod Code ARF307 20 Credits Mod Leader: John McClenaghen

Foundation Year: Biosciences

Year One	Sem 1	**Enterprise and Entrepreneurship** Mod Code BUS316 20 Credits Core Mod Leader: Stephen Bostock	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Mod Leader: Colin Stuhlfelder	**Introduction to Biosciences** Mod Code LND301 20 Credits Mod Leader: David Skydmore
Level Three	Sem 2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader: Colin Heslop	**Laboratory and Field Skills in Biology** Mod Code LND302 20 Credits Mod Leader: David Skydmore	**Introduction to Experimental Design and Analysis** Mod Code LND303 20 Credits Mod Leader: David Skydmore

Foundation Year: Computing

Year One	Sem 1	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Mod Leader: Colin Stuhlfelder	**Design and Technology** Mod Code ENG354 20 Credits Mod Leader: Brian Klaveness	**Computing Mathematics** 20 Credits COM317 Mod Leader: Nigel Houlden
Level Three	Sem 2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader: Colin Heslop	**Computer Hardware and Software** Mod Code COM306 20 Credits Mod Leader: Nigel Houlden	**Developments in Technology** Mod Code COM318 20 Credits Mod Leader: Nigel Houlden

Foundation Year: Education

Year One	Sem 1	**Introduction to Child Development** Mod Code ECS301 20 Credits Mod Leader: Ruth Davies	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Mod Leader: Colin Stuhlfelder	**The Confident Learner** Mod Code EDP347 20 Credits Mod Leader: John Luker
Level Three	Sem 2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader: Colin Heslop	**Introduction to Counselling** Mod Code COU301 20 Credits Mod Leader: Marion Gossman	**Introduction to Health and Well-being** Mod Code ECS302 20 Credits Mod Leader: Gillian Danby

Foundation Year: Engineering

Year One	Sem 1	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Core Mod Leader: Colin Stuhlfelder	**Analytical Methods for Engineering** Mod Code ENG353 20 Credits Mod Leader: Brian Klaveness	**Design and Technology** Mod Code ENG354 20 Credits Mod Leader: Brian Klaveness
Level Three	Sem 2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader: Colin Heslop	**Mechanical Science** Mod Code ENG355 20 Credits Mod Leader: Oliver Derieux	**Electrical and Electronic Science** Mod Code ENG356 20 Credits Mod Leader: Reg Holme

Foundation Year: Media and Creative Technology

Year One	Sem 1	**Enterprise and Entrepreneurship** Mod Code BUS316 20 Credits Core Mod Leader: Stephen Bostock	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Core Mod Leader: Colin Stuhlfelder	**Creative Media Technology** Mod Code CMT312 20 Credits Mod Leader: Mike Wright
Level Three	Sem 2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader: Colin Heslop	**Creative Media Applications** Mod Code CMT311 20 Credits Mod Leader: Angela Ferguson	**Media, Identity, and Modern Culture** Mod Code HUM319 20 Credits Mod Leader: Steve Kenyon

Foundation Year: Psychology

Year One	Sem 1	**Enterprise and Entrepreneurship** Mod Code BUS316 20 Credits Core Mod Leader: Stephen Bostock	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Core Mod Leader: Colin Stuhlfelder	**Introduction to Theory and Methods in Psychology** Mod Code PSY325 20 Credits Mod Leader: Fiona Lintern
Level Three	Sem 2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader: Colin Heslop	**Introduction to Topics in Psychology** Mod Code PSY326 20 Credits Mod Leader: Chris Lewis	**Introduction to Topics in Applied Psychology** Mod Code PSY327 20 Credits Mod Leader: Chris Lewis

Part-time Route: Example

Students may access the full-time route on a part-time basis, most likely in the case of programmes in Education. Under these circumstances students may access the full-time programme as shown in the following example:

Foundation Year: Education Year One

Year One	Sem 1	**Sustainability in Development and Communities** Mod Code NBE301 20 Credits Mod Leader: Colin Stuhlfelder	**The Confident Learner** Mod Code edp347 20 Credits Mod Leader: John Luker
Level Three	Sem 2		**Introduction to Health and Well-being** Mod Code ECS302 20 Credits Mod Leader: Gillian Danby

Foundation Year: Education Year Two

Year Two	Sem 1		**Introduction to Child Development** Mod Code ECS301 20 Credits Mod Leader: Ruth Davies
Level Three	Sem 2	**The Global Dimension** Mod Code YCW315 20 Credits Core Mod Leader: Colin Heslop	**Introduction to Counselling** Mod Code COU301 20 Credits Mod Leader: Marion Gossman

Intended learning outcomes of the Programme

On completion of the Foundation Year programmes as a whole students will be able to:

Knowledge and understanding

A1 Demonstrate a broad-based knowledge of the fundamentals of concepts, principles, techniques and issues which underpin future study at Level 4 in their specialist subject areas.

A2 Evidence knowledge and understanding of key issues and concerns in generic areas of interest including sustainability, entrepreneurship and globalisation

A3 Show understanding of contemporary developments and trends in their specialist subject areas and their application to modern society

Intellectual skills

B1 Analyse, evaluate and interpret data and information with reference to fundamental concepts and principles that underpin future study at Level 4 and beyond.

B2 Demonstrate a basic understanding of different approaches to problem solving in a range of disciplines that underpin future study at Level 4 and higher.

B3 Demonstrate skills in the collation, synthesis and organisation of data and information and its presentation through analysis, argument and use of evidence

Subject skills

C1 Attain a firm grasp of the fundamental aspects of mathematics, data management, IT and technical skills which underpin future study in scientific and technical subjects at Level 4 and higher

C2 Demonstrate ability to plan, conduct, evaluate and report on the results of research projects, professional practice or investigation as appropriate to their specialist subject

C3 Be able to identify key issues, themes and developments in specialist subject areas and also in relation to generic areas of interest and concern

Practical, professional and employability skills

D1 Develop and provide evidence of application of core academic study skills including time-management, study methods, research, academic writing and presentation skills

D2 Be able to work independently, with initiative, and also to work collectively as part of a wider team

D3 Demonstrate competency in the application of basic numerical and statistical techniques.

D4 Undertake self-evaluation of learning achievements; and understand the need for and value of a reflective approach to intellectual and personal development.

Programme-based learning outcomes are necessarily generic, to apply across all subject options, and specific subject-based intended learning outcomes are outlined in the subject-specific module specifications.

A mapping of intended learning outcomes for the 3 generic core modules against the attributes of the Glyndŵr Graduate has also been undertaken. This is presented as **Annex A** to this specification.

Subject Specific Knowledge and Skills

Subject-specific skills and knowledge for each strand – covering A1, A3 and C3 Intended Learning Outcomes above – are outlined as follows

Art & Design

Students should be able to evidence knowledge and understanding of the following:

- Elements and key stages of the design process, including understanding of media forms, techniques and their application
- Key principles associated with 3D design
- Health and safety issues associated with art and design practice
- Issues of professional practice in art and design

Students should be able to demonstrate skills in the following:

- Product design and the creation of art and design products from initial conception to production, including project management skills
- Working with media and techniques to produce creative artworks
- Application of principles and techniques in original creative practice

Biosciences

Students should be able to evidence knowledge and understanding of the following:

- Scientific methods and the use of empirical and analytical approaches in scientific exploration and enquiry
- Laboratory processes in scientific investigation and experimental method, including Key issues and approaches in field skills
- Key concepts and areas in human and plant biology, including anatomy and genetics. This includes knowledge of cell structure, DNA, and key processes of respiration and photosynthesis

Students should be able to demonstrate skills in the following:

- Laboratory practice, including health and safety, risk assessment and use of scientific equipment
- Experimental design, investigation and analysis, including statistical analysis of outcomes
- Techniques in fieldwork practice, including survey of habitats and strategies for the development of personal fieldwork skills

Computing

Students should be able to evidence knowledge and understanding of the following:

- Mathematical concepts and issues associated with computing and computer programming, including data representation and the use of formula
- Key elements of computer hardware technology and software operating systems
- Aspects of the application of computers and IT in society, including use of computers and IT in industry and commence

Students should be able to demonstrate skills in the following:

- Basic use of mathematics in computing and IT and application to basic programming

- Use of computer hardware and computer operating systems
- Practical skills as a computer practitioner, including application of computers and IT to practical and real-world scenarios.

Education

Students should be able to evidence knowledge and understanding of the following:

- Key issues, terms and theorists in education, child development and education in society
- Issues of health and well-being in the all-round development of children, including social implications and the legal framework to support healthy child development
- Ethical and practical issues associated with effective professional practice in educational settings

Students should be able to demonstrate skills in the following:

- Personal educational development and reflection on, and planning for, academic and career development
- Application of key concepts and the work of major theorists to the study of education and educational practice
- Strategies for effective professional practice, interventional and CPD in education, child health and/or counselling

Engineering

Students should be able to evidence knowledge and understanding of the following:

- Key mathematical terms and mathematical operations, including algebra, trigonometry and calculus and their use and importance for Engineering theory and practice
- Major areas of Engineering, including Mechanical and Electrical Engineering, and the key principles and skills associated with each branch
- Issues of practical design in the application of engineering solutions to areas including robot design, CAD, printed circuits, and prototype techniques

Students should be able to demonstrate skills in the following:

- Use and application of mathematical principles to Engineering theory and practice
- Design and development of technology solutions based on the application of engineering practice

Media and Creative Technology

Students should be able to evidence knowledge and understanding of the following:

- Key areas of media technology and practice, and the use of media technology in the production and broadcasting of media artefacts
- Key areas of professional practice in media and print journalism
- Major theoretical and conceptual issues in Media Theory and the social role and impact of the media, including issues of realism and representation, bias, and the impact of media technology on modern society

Students should be able to demonstrate skills in the following:

- Practical media design and practice, managed through all stages of the production process

- Journalistic practice in areas including Radio, TV and Journalism
- Analysis and informed reflection on the social, cultural and political role and impact of the media and media technology on modern society.

Psychology

Students should be able to evidence knowledge and understanding of the following:

- Major theories, concepts and theorists working in Psychology and their application to the study and analysis of human behaviour
- Major branches of Psychology, including Social Psychology, Developmental Psychology, and Cognitive Psychology
- Key elements of, and issues associated with, research investigation, research design and analytical techniques in psychological investigation.

Students should be able to demonstrate skills in the following:

- Undertaking of research design and investigation, and evaluation of the effectiveness and appropriateness of techniques and methods in psychological investigation
- Application of research methods, experimental design and investigative techniques to case studies in areas of human behaviour and applied psychology
- Analysis and informed reflection on the relevance of psychology and the application of psychological theory to society and social issues.

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

✓			*Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills*													
	Module Title	*Core/ Option*	***A1***	***A2***	***A3***	***B1***	***B2***	***B3***	***C1***	***C2***	***C3***		***D1***	***D2***	***D3***	***D4***
Level 3	**Enterprise and Entrepreneurship**	*C*		✓		✓		✓					✓	✓		
	Sustainability in Development and Communities	*C*		✓		✓		✓	✓	✓	✓		✓	✓		✓
	The Global Dimension	*C*		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	Introduction to Design	*C**	✓			✓	✓			✓	✓		✓	✓		✓
	Introduction to Applied Arts	*C**	✓			✓	✓		✓	✓	✓		✓	✓		✓
	Introduction to Fine Art	*C**	✓			✓	✓		✓	✓	✓		✓	✓		✓
	Introduction to Biosciences	*C**	✓	✓	✓	✓					✓		✓	✓		✓
	Laboratory and Field Skills in Biology	*C**	✓			✓	✓			✓	✓		✓	✓		✓
	Introduction to Experimental Design and Analysis	*C**	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	Computing Mathematics	*C**	✓			✓	✓	✓	✓		✓		✓	✓	✓	✓
	Computer Hardware and Software	*C**	✓			✓	✓	✓	✓		✓		✓	✓	✓	✓
	Developments in Technology	*C**	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	The Confident Learner	*C**	✓			✓	✓	✓	✓	✓	✓		✓	✓		✓
	Introduction to Child Development	*C**	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
	Introduction to Health and Well-being	*C**	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
	Introduction to Counselling	*C**	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
	Analytical Methods for Engineering	*C**	✓		✓	✓	✓	✓	✓				✓	✓	✓	✓
	Design and Technology	*C**	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
	Mechanical Science	*C**	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	Electrical and Electronic Science	*C**	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
	Creative Media Applications	*C**	✓		✓	✓	✓	✓		✓	✓		✓	✓		✓
	Media, Identity, and Modern Culture	*C**	✓		✓	✓	✓	✓		✓	✓		✓	✓		✓
	Creative Media Technology	*C**	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
	Introduction to Theory and Methods in Psychology	*C**	✓		✓	✓		✓		✓	✓		✓	✓		✓
	Introduction to Topics in Applied Psychology	*C**	✓		✓	✓		✓		✓	✓		✓	✓		✓
	Introduction to Topics in Psychology	*C**	✓		✓	✓		✓		✓	✓		✓	✓		✓

C* indicates Core to specified subject of Foundation Year programme

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

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for students entering at Level 3 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. Student learning will therefore be directed towards supportive and directed learning through lectures, seminars and tutorials, but also through group project and workshop methods, supporting materials made available through the Moodle VLE, and also through independent study. A summary of types of learning and teaching is attached as **Annex B**, and this will be incorporated into Student Handbooks.

The key characteristics of learning and teaching strategies across the Foundation Year strands will therefore be as follows:

- **Directive** - making effective use of lecture, supported by Moodle resources and supporting materials, to provide key information, background and contextualisation
- **Structured** – learning is presented in staged formats to provide platforms for the assimilation of material and opportunities to reflect.
- **Supportive** - designed to build confidence and familiarity with issues and concepts, with effective use of seminars and group project work to support co-learning and a community of learning
- **Practical and hands-on** – designed to encourage and supportive active engagement with issues, concepts and practice through live project work and case studies

Certain subject areas, notably Engineering, Biosciences and Computing, will place greater reliance on formal lecturing input to ensure that students have clear and directed coverage of underpinning knowledge in technical areas. In the Art and Design and Media and Creative Technology strands, however, there will be greater emphasis on practical and live experience through work on projects and work leading to the production of artefacts. In such cases lecturer support is designed to be more facilitative than directive. In Psychology and Education strands there is greater emphasis on seminar discussion of ideas and issues focussed through case studies and real-world examples. These strategies, as outlined in detail in the respective module specifications, will ensure that students are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study.

Students across the strands will receive a higher proportion of contact time than for students at Level 4 undergraduate level, at 70 hours per module for 200 learning hours (compared with 60 for a standard Level 4 20-cerdit module). Contact time will be more directive and guided, designed to meet the needs and experience of students who are not yet ready to work with the confidence and levels of autonomy expected at Level 4. Learning and teaching strategies will aim to make effective use of group and project work to build confidence and support a community of learning.

The innovative blending of core general modules and subject-specific skills modules is designed to provide an effective foundation for subsequent HE study. A key design feature has been the commitment to providing a programme which is suitable for the wide mix of students on the current and possible future four-year degrees. It has also been designed to provide opportunities for students to work in teams of peers with mixed backgrounds and academic interests on interdisciplinary problems. Learning and social integration in the common modules will be complementary and supportive of the

disciplinary preparation for Level 4 being provided by the Foundation Year subject-based core modules.

Welsh Medium Provision

The programme will provide opportunities for the delivery of elements through Welsh Medium as and where staff expertise is available, and students will be able to write and submit assessment work through the medium of Welsh and to receive feedback in Welsh as and where appropriate.

Assessment strategy used to enable outcomes to be achieved and demonstrated

As Level 3 provision assessment strategies across all strands are designed to be supportive and to build confidence, whilst also ensuring that students engage with core material, develop the core and subject skills required for progression into and successful completion of undergraduate studies, and also reward and incentivise students. Assessment strategies deployed across Foundation Year strands will be balanced, comprehensive, diverse and inclusive, ensuring that students experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for study at HE level.

All modules will employ formative as well as summative assessment to ensure that learners gain confidence in their knowledge and abilities as they progress through the course. Across the strands as whole students will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Students will therefore be assessed predominantly through coursework and project-based work, including some use of group-based assessment. For group-based assessment mechanisms will be in place to reflect individual efforts by students. Group work and projects are prominent on the core generic modules to engage the students socially as well as academically. This will include extensive use of portfolio-based assessment, whereby students assemble evidence of work throughout the module and submit this by the end, often including reflection and critical review of their progress, strengths and weaknesses.

Subjects including Art and Design and Media and Creative Technology deploy assessment strategies which are based on the design, development and completion of a finished product or artefact. This is designed to support student learning through practice. In Education and Psychology modules make use of case studies and real-world scenarios to support and also evidence student learning. Engineering, Computing and Bioscience modules make use of reports as well as practicals (in the case of Biosciences) to support student learning.

Across the framework as a whole there are no formal examinations. This is designed to build student confidence and ensure that students are provided with supportive entry at Level 3. In general the undergraduate curriculum at Glyndŵr University makes limited use of formal examinations, although they are more common in technical subjects such as Engineering and Biosciences. To reflect this, and to provide students with appropriate grounding for subsequent HE study, certain strands make some use of in-class tests and time-limited exercises to provide students with some experience of examination-style conditions.

Module Title	Assessment Element	%	Word Equivalence	Submission by end of:
Enterprise and Entrepreneurship	Group Project	60%		Semester 1
	Report	40%	1,000	
Sustainability in Development and Communities	Group Project	25%		Semester 1
	Report	75%	1,000	
The Global Dimension	Presentation	60%		Semester 2
	Reflective Practice	40%	1,000	
Introduction to Design [Art and Design]	Coursework	100%		Semester 1
Introduction to Applied Arts [Art and Design]	Coursework	100%		Semester 1
Introduction to Fine Art [Art and Design]	Portfolio including sketchbook and supporting research	100%		Semester 2
Introduction to Biosciences [Biosciences]	In-Class Test	100%		Semester 1
Laboratory and Field Skills in Biology [Biosciences]	Practical	50%		Semester 2
	Portfolio	50%	2,000	
Introduction to Experimental Design and Analysis [Biosciences]	Essay	50%	1,000	Semester 2
	Presentation	50%		
Computing Mathematics [Computing]	In-class Test	30%		Semester 1
	Learning log/journal	70%	2,000	
Computer Hardware and Software [Computing]	In-class Test	50%		Semester 2
	Coursework	50%	2,000	
Developments in Technology [Computing]	Presentation	33%	750	Semester 2
	Report	67%	1,500	
The Confident Learner [Education]	Portfolio	70%	2,800	Semester 1
	Presentation	30%	1,200	Semester2
Introduction to Child Development [Education]	Portfolio	100%	4,000	Semester 1/ 2
Introduction to Health and Well-being [Education]	Project	100%	4,000	Semester 2
Introduction to Counselling [Education]	Essay	100%	3,000	Semester 2
Analytical Methods for Engineering [Engineering]	Moodle Quizzes	50%		Semester 1
	Coursework	50%	2,000	
Design and Technology [Engineering]	In-Course Portfolio	60%	2,500	Semester 1
	Journal or diary	40%	1,500	
Mechanical Science [Engineering]	In-Course Test	50%		Semester 2
	Portfolio	50%	2,000	
Electrical and Electronic Science [Engineering]	In-Course Test	50%		Semester 2
	Portfolio	50%	2,000	
Creative Media Applications [Media and Creative Technology]	Portfolio	40%	2,000	Semester 1
	Group Project	60%	3,000	
Media, Identity, and Modern Culture [Media and Creative Technology]	Portfolio	40%	2,000	Semester 2
	Group Project	60%	3,000	
Creative Media Technology [Media and Creative Technology]	Presentation	40%		Semester 2
	Reflective Practice	60%		
Introduction to Theory and Methods in Psychology	Case study	100%	1500	Semester 1
Introduction to Topics in Psychology	Experimental Study	50%	1,500	Semester 2
	Non-experimental study	50%	1,500	
Introduction to Topics in Applied Psychology	Essay	100%	1,500	Semester 2

Assessment regulations that apply to the programme

Students on the programmes will be assessed through the assessment regulations applying to Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Student assessment will be completed at the end of each module, and overall completion of the programme will be confirmed at the award board to be held in June. In the event of module referral up to and including 60 credits students will be able to resit in August.

There will be no derogations from regulations that will apply to this programme, although the following clarification of detail should be noted:

- On an exceptional basis a student who fails to complete one 20-credit module may be entitled to trail this module into their first year of study on the named honours degree programme, but this will be subject also to the agreement of the Honours degree Programme Leader to assess whether the candidate is likely to satisfactorily complete Honours degree study.

- A student passing the Foundation Year is admitted on the basis that s/he may be progressing onto a nominated degree at the end of the programme. Admission to an alternative honours degree programme will only be considered on an exceptional basis, and subject to the agreement of the alternative degree programme.

All assessment activities and outputs will be associated with the gaining of credit.

Programme Management

The framework as a whole will be co-ordinated by a designated member of staff (Richard Lewis) who will have overall responsibility for co-ordinating the strands overall.

Each named Foundation Year strand will have a designated co-ordinator who is based in the relevant subject area and they will work in liaison with the overall co-ordinator and the Head of the Centre for Learning, Teaching and Assessment (CLTA) for the delivery of the core generic modules.

Strand Leaders will be as follows:

Foundation Year: Art and Design – Pauline Amphlett
Foundation Year: Biosciences – Richard Lewis
Foundation Year: Computing – Nigel Houlden
Foundation Year: Education – Duane Chong
Foundation Year: Engineering – Fatima Mansour
Foundation Year: Media and Creative Technology – Steve Kenyon
Foundation Year: Psychology - Fiona Lynton

Generic core modules will be co-ordinated and led by Dr Stephen Bostock, Head of CLTA, and operating within administrative and programme management framework provided by the School for Undergraduate Studies.

Degrees with integrated foundation years will be managed through the following:

- Assessment Boards at module and programme (“award”) levels
- Team meetings at bi-monthly intervals

- Staff Student Consultative Committee, to meet once per semester
- Annual Monitoring Reports by the Programme and module leaders; involving student feedback and initially to the academic department meeting to review AMRs.
- External Examiner's reports, experience, comments and advice; initially dealt with by the Programme Board, then forwarded with response to the department Board prior to submission

Quality Assurance

The Foundation Year will be subject to Annual Monitoring processes, with a report produced by the overall co-ordinator in consultation with colleagues in CLTA. Responsibility for the management and oversight of quality and standards for each Foundation Year pathway will be vested with the Academic Head of the respective department, working with the Head of CLTA.

Student Feedback

Student feedback will be secured through the following:

- Staff/Student Consultative Committees, meeting once per semester
- End of module evaluations undertaken through SEM (Student Evaluation of Module) questionnaires
- Regular and on-going informal dialogue and consultation with student groups.

Outcomes from student feedback will be communicated back through SSCC minutes, student representatives and on-going liaison with the student body.

Underpinning Research and Scholarship

The CLTA co-ordinates entrepreneurship development throughout Glyndŵr University, and the delivery of the Foundation Year programme is to be supported through this central agency. Curricular content and aims for the three generic core modules has been directed by staff practice and expertise in the areas of enterprise, sustainability and global citizenship.

The delivery and development of subject-based curriculum is supported by established staff expertise and pedagogic practice in each of the three subject areas in terms of research activities, publications and professional practice, with each area having a national research profile.

Particular support for learning

Students on degrees with integrated foundation years will be supported through the following:

- **Admissions**. All applicants will have the opportunity to review their application with staff, and receive appropriate advice and guidance prior to admission. In view of the diversity of student backgrounds and academic qualification levels each application will be assessed on an individual basis

- **Induction**. New students on the programme will receive a formal induction programme which will provide them with a comprehensive introduction to the programme.

- **Student Handbook**. All students will receive a Student Handbook in Glyndŵr University standard format which contains details and guidance on all aspects of the programme and the range of student support and guidance which is available to them.

- **Personal Tutors.** Each student will be allocated a personal tutor, and he or she will be the

nominated main contact person for the student's study and progression through the Foundation Year.

- **Central Services**. All students will have access to a comprehensive range of central support services including Finance and Guidance, Student Services, Counselling, Study Support and Careers.

Equality and Diversity

The Foundation Year programme is expressly designed to support equality of opportunity and widening access to HE to all who can benefit from it, and it will operate on an inclusive and supportive basis to and for all students. All reasonable steps will be taken to accommodate the diverse learning needs of students.

Annex A: Skills Map for Core Generic Foundation Year Modules against Intended Learning Outcomes

Key Skill Area for the Glyndŵr Graduate	Module Title		
	Enterprise and Entrepreneurship	**Sustainability in Development and Communities**	**The Global Dimension**
1. *Written, oral and media communication* concentrating on academic uses of skills: writing, tutorial skills, note making, lecture skills, making a presentation, and posters	ILO2 Contribute to the design and development of a media presentation of a project (media presentation) ILO6 Articulate their view of entrepreneurship in the light of the achievements of the project (written report)	ILO1 Contribute to creating presentations for a number of audiences using various types of media	ILO3 Contribute to a research project as part of a group and present the findings to the whole module cohort
2. *Leadership, team working and networking skills* *preparation for working in groups, reflecting on team working, using digital networks*	ILO1. Contribute to the creation, implementation and management of a group enterprise project ILO 5 Appraise their own and other team members' performance	ILO2 Working together to understand the importance of connections between communities and organisations	ILO2 Manage their own personal and professional development, and also work with others as part of a group ILO3 Contribute to a research project as part of a group and present the findings to the whole module cohort
3. *Opportunity, creativity and problem solving*	ILO1. Contribute to the creation, implementation and management of a group enterprise project		
4. *IT skills - digital literacy* built into project work plus MS online training packages, embedded throughout	ILO3 Select and use appropriate technology legally and ethically	ILO3 Selecting data sets, statistics and demographics for explaining issues of sustainability	ILO3 Contribute to a research project as part of a group and present the findings to the whole module cohort
5. *Information management* digital and library skills, portfolios		ILO4 Use the data and information gathered to suggest ways of improving people and communities understanding of sustainability	ILO3 Contribute to a research project as part of a group and present the findings to the whole module cohort ILO4 Identify their own learning and knowledge of a range of issues with a global dimension from their own research and through sharing the research of other students

Key Skill Area for the Glyndŵr Graduate	Module Title		
	Enterprise and Entrepreneurship	**Sustainability in Development and Communities**	**The Global Dimension**
6. *Research skills* Simple research skills for projects			ILO3 Contribute to a research project as part of a group and present the findings to the whole module cohort ILO3 Contribute to a research project as part of a group and present the findings to the whole module cohort ILO4 Identify their own learning and knowledge of a
7. *Intercultural and sustainability skills*		ILO5 Discuss how encouraging cultural awareness can help to sustain communities	Recognise how different contexts affect our understanding of ourselves and others. ILO3 Contribute to a research project as part of a group and present the findings to the whole module cohort ILO4 Identify their own learning and knowledge of a
8. *Career management* Must be in discipline modules. Or linked to them.	Appreciate different approaches to career decision marking and apply them appropriately.		
9. *Learning to learn – managing personal and professional development, self management*	ILO 5 Appraise their own and other team members' performance	ILO6 Appraise how local, regional, national and global issues of sustainability can contribute to a student's personal and professional development	ILO2 Manage their own personal and professional development, and also work with others as part of a group
10. *Numeracy* yes, as part of some project work e.g. surveys	ILO4 Use numerical information to support a case	ILO4 Use the data and information gathered to suggest ways of improving people and communities understanding of sustainability; ILO7. Explain how the use of statistics and data by governments and organisations goes to explain the benefits of sustainability in projects and developments	

Annex B: Types of Learning and Teaching – Guide for Students

The Lecture
The lecture is used to disseminate a specific body of knowledge and is usually accompanied by audio visual aids or presentations. In many cases the ideas and issues generated by lectures will be elaborated through supporting seminars or through individual tutorials.

The Seminar
Seminars are conducted in different areas of the programme and function as forums for the discussion and debate of ideas. The major intention is the interchange of opinion between members of the seminar group. Seminars may be based around or initiated by a presentation, often illustrated, by a staff member or student. Seminars encourage you to locate work within the broader context of the subject and the relevant critical issues. As with group tutorials, there is a high level of input within this forum by the students.

Tutorial
Tutorials are generally one-to-one meetings (but may include 2-3 students) between a teaching member of staff and the students groups. These provide opportunities for the exploration of ideas and issues in a concentrated focussed meeting and to ensure that each student receives personal guidance and support.

Directed Learning
Directed learning occurs particularly in the early stages of the programme, when specific projects are set for the group as a whole. Directed learning is in contrast to self-directed learning, which empowers you to negotiate your own learning agenda.

Teamwork and Group Projects
In professional life, graduates will often be required to work in an environment in which successful team work is essential. Team work requires a number of skills, especially those of interpersonal communication and role negotiation. In order to develop these skills, you will be involved in team based projects at appropriate points during the programme, which will extend appreciation of the team based operations and build on the personal skills developed in other learning contexts.

Fieldwork, Visits and Trips
Fieldwork, visits and trips may be used to support student learning. Fieldwork is key to learning in some subject areas, but trips and visits are used in a number of areas to support and enrich the learning experience.

Self-Directed Learning
The concept of self-directed learning is an important part of the programme and you will be encouraged to develop an ability to learn on your own. Through this method of learning you develop more responsibility for and control over the setting of objectives in your work. Various methods and resources may be employed in independent learning including library research and reading, the use of computers (including Moodle), video and other visual aids, visual and internet research and field work, direct questioning and the testing of ideas and opinions with members of the peer group.