

## Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Coleg Cambria
1.3	Final award and programme title (Welsh and English)	BA (Hons) Education & Lifelong Learning
1.4	Exit awards and titles	n/a
1.5	Credit requirements	120 credits at Level 6
1.6	Intake points	September
1.7	Mode of study	PT and FT
1.8	Length of delivery	PT - 2 years FT - 1 year
1.9	Location of delivery	Deeside & Yale
1.10	Language of delivery	English (with option to submit work in Welsh)
1.11	Faculty	Social and Life Sciences
1.12	Subject area	Education
1.13	HECoS Code	100459
1.14	Suitable for applicants requiring a student visa?	No
1.15	Is DBS check required on entry?	This qualification will be for existing lecturers who already have a DBS and teaching qualification. There is no teaching placement requirement as part of this qualification.
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	n/a
1.17	Welsh Medium Provision	Our Welsh language provision is rooted in a commitment to bilingualism, ensuring Welsh is integrated into every session. We actively encourage students to submit assignments, presentations, and audio assessments in their preferred language. To support this, work is assessed by Welsh-speaking staff or translated via our dedicated service. Furthermore, students can access personal tutorials and assignment guidance in Welsh, fostering a supportive environment for first-language speakers to excel.
1.18	External reference points	QAA Quality code QAA Subject Benchmark Statement Education Studies
1.19	Derogation to Academic Regulations	n/a
1.20	Foundation Year route	n/a

Section 1 – regulatory details		
1.21	Placement / Work based learning	n/a
1.22	Length and level of the placement	n/a
1.23	Collaborative arrangement	Validated by Wrexham University for delivery by Coleg Cambria

## Section 2 – programme details

### 2.1 Aims of the programme

The programme is designed to provide a high-level, evidence-informed professional development route for practitioners in the Post-Compulsory Education and Training (PCET) sector. The aims are:

1. To enable students to critically engage with contemporary educational policy and its multi-layered impact on professional identity and institutional practice.
2. To foster advanced research and enquiry skills through a capstone independent project that generates new knowledge at the forefront of the discipline.
3. To promote innovative and inclusive pedagogy, equipping practitioners to design accessible learning environments for diverse learner groups.
4. To develop practitioners who can exercise autonomy, initiative, and sound judgement within the complex and unpredictable contexts of Education.

### 2.2 Programme structure and diagram, including delivery schedule

See below

### Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
6	EDY607	Professionalism, Policy and Practice in Education	30	Core	1
6	EDY608	Pedagogy, Innovation and Inclusive Practice	30	Core	2
6	EDY609	Independent Professional Enquiry	60	Core	1 & 2

### Part-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
6	EDY607	Professionalism, Policy and Practice in Education	30	Core	1	1
6	EDY608	Pedagogy, Innovation and Inclusive Practice	30	Core	2	1

<b>Part-time Programme Structure</b>						
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>	<b>Year of Study (PT only)</b>
6	EDY609	Independent Professional Enquiry	60	Core	1 & 2	2

2.3 Programme Learning Outcomes											
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)	
1	Demonstrate a systematic understanding of the socio-political and economic factors shaping the FE and Lifelong Learning sectors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
2	Critically evaluate the impact of national and devolved (Welsh) educational policies on institutional practice and learner outcomes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
3	Analyze and justify professional decisions using contemporary theoretical models and professional standards.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
4	Design and execute a piece of independent research or a project that addresses a specific professional challenge in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
5	Synthesise complex information to communicate educational problems and solutions to both specialist and non-specialist audiences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
6	Exercise initiative and personal responsibility in the management of learning and professional development within an educational setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
7	Critically analyze the ethical and legal frameworks (e.g., ALN Act in Wales) governing inclusive practice in lifelong learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
8	Demonstrate decision-making in complex contexts where data may be incomplete or ambiguous.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
9	Evaluate the role of organisational culture and leadership in shaping professional identity and institutional change.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
10	Use advanced subject-specific skills to produce professional-standard reports and case studies for educational stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
11	Critically reflect on the uncertainty and limits of knowledge within educational theory and its application to practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input checked="" type="checkbox"/>	
12	Formulate and test concepts and hypotheses regarding pedagogical innovation to improve the quality of the student experience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				<input checked="" type="checkbox"/>	

## 2.4 Learning and teaching strategy

The programme's learning and teaching strategy is underpinned by Wrexham University's Active Learning Framework (ALF), which promotes a student-centered, inclusive, and flexible approach.

- **Blended Delivery:** Modules use a mix of synchronous face-to-face sessions (workshops, seminars) and asynchronous digital content (recorded lectures, discussion forums) accessible via the Virtual Learning Environment (VLE).
- **Active Engagement:** Teaching focuses on "learning by doing." For example, in the Level 6 Professionalism module, students engage in case study analysis and collaborative problem-solving to bridge the gap between policy theory and classroom practice.
- **Professional Identity:** The strategy is designed to foster a sense of belonging and professional community. At Level 6, this involves moving from guided learning to independent enquiry, preparing students for the autonomy required in the FE/PCET sector.
- **Universal Design for Learning (UDL):** ALF principles ensure that materials are accessible and provide multiple ways for students to engage with the curriculum, recognizing the diverse backgrounds of lifelong learning practitioners.

## 2.5 Assessment strategy

**1. Accessibility, Variety, and Skill Development** All module assignments comply with the Active Learning Framework (ALF), ensuring that assessment types are varied, inclusive, and accessible. At Level 6, modules offer diverse formats that allow students to demonstrate high-level synthesis and critical evaluation. For example, in the *Professionalism, Policy and Practice in FE* module, a traditional Case Study Report is paired with a Critical Reflective Portfolio. This dual approach allows students to demonstrate academic rigor alongside professional reflexivity, ensuring that key Level 6 analytical skills are consolidated through different medium-specific requirements.

**2. Authentic Assessment and Employability** Assessments are purposefully designed to mirror the complex requirements of the Further Education (FE) and Lifelong Learning sector. As the policy landscape and professional standards (such as the EWC) evolve, students must demonstrate readiness for senior roles.

**3. Digital Fluency and Technological Advancement** Assessments are conducted within a digital-first environment to prepare students for the digital transformation of modern FE teaching. Students submit work via Turnitin and engage with assignment guidance on the VLE in various accessible formats.

**4. Academic Integrity and AI Integration** In alignment with Wrexham University's 2024/25 quality standards regarding Generative AI, the programme utilizes '**patchwork**' assessments and multiple touchpoints. By requiring students to contextualize theoretical knowledge within specific, localized FE case studies and personal reflective practice, the assessment design ensures **academic integrity**. This approach moves away from generic, descriptive tasks toward authentic, individualized analysis that reflects a student's unique professional journey and critical voice, which cannot be easily replicated by AI.

### 5. Formative Assessment and Continuous Feedback

To bridge the gap between instruction and final submission, formative assessment is integrated into the weekly teaching schedule. These low-stakes activities - such as peer-review workshops, live polls, and draft submissions - provide students with regular, ongoing opportunities to monitor their progress. By receiving iterative feedback before summative deadlines, students can identify areas for growth, refine their technical skills, and build the confidence necessary to succeed in more complex, authentic tasks.

## 2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

## Section 3 – Programme set up (office use only)

3.1	Framework	Requires new Framework
3.2	Board dates (progression)	Choose an item. <b>Linked to Framework selection only complete if non-standard.</b>
3.3	Cost centre	GACE
3.4	Course type (HESA)	N/A
3.5	Fee model	Other If other, please specify Coleg Cambria fee model will apply
3.6	In-year resits	Yes
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.8	Progression points	Assessment Board at end of year
3.9	Semesters per intake	2 If other, please specify
3.10	Semesters per progression point	2 If other, please specify
3.11	Start and end dates	Standard September If other, please specify
3.12	Student funding model	Students will apply for funding through Coleg Cambria
3.13	Does the Suitability for Practice Procedure apply to the programme?	No
3.14	Programme Leader	Rebecca Mountfield-Pawlett
3.15	Date of Approval	6 May 2026
3.16	Date and type of Revision	