

| | |
|---|---|
| Other external and internal reference points used to inform the programme outcomes | QAA Framework for Higher education qualifications in England, Wales and Northern Ireland. QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Credit and Qualifications Framework for Wales. Glyndŵr University's Academic Regulations. Glyndŵr University's Learning, Teaching and Assessment Strategy. Glyndŵr University's Assessment for Learning: Guiding principles for good practice. Glyndŵr University's Academic Quality Handbook |
| Mode/s of study <i>(p/t, f/t, distance learning)</i> | Part-time (six years) Full-time (three years) |
| Language of study | English |
| Date at which the programme specification was approved/revised | September 2015 Revised May 2016 Revised August 2016 Revised September 2017 – change to 5+1 model at level 4 (one specialist module per route) Revised January 2018 change assessment EDC532 Revised Aug 2020 Research Article cha ge t assess e t |
| Criteria for admission to the programme | |
| <p>Entry for the programmes will be in accordance with University requirements for undergraduate admissions. Due to the vocational nature of the programmes, those applying for places would need to demonstrate a commitment to working within the families, child and education workforce. This can be established by showing appropriate academic achievement and demonstrating the possession of knowledge and experience within these sectors.</p> <p>Applicants for all programmes must have:</p> <p>Either: 240 UCAS points at A level in relevant subject areas;</p> <p>Or 200 UCAS points at A level in relevant subject areas and the Advanced Welsh Baccalaureate</p> <p>Or one of the following qualifications or equivalent:</p> <ul style="list-style-type: none"> • BTEC Diploma in Early Years (Merit) • CACHE Diploma in Child Care and Education (240 points) • NVQ (Level 3) related to working with children • BTEC Health Studies (Merit) • GNVQ/AVCE Health and Social Care (240 points) • Access Diploma to Higher Education (Merit Profile) <p>In addition to the above, Ed&CS applicants must have GCSE English Language or Welsh First Language (grade C or above) <u>and</u> either GCSE Mathematics or Science (grade C or</p> | |

above). Applicants for FCS must have GCSE English Language or Welsh First Language (grade C or above) or equivalent. Applicants for the Education (ALN/SEN and CS&P routes) must have GCSE English Language or Welsh First Language (grade C or above or equivalent) and either GCSE Mathematics or Science (grade C or above or equivalent).

Evidence of experience of working with children and young people within the United Kingdom is also a requirement. All applicants will require enhanced Disclosure and Barring Service (DBS) clearance administered by Glyndŵr University to confirm their suitability to work with children, young people and vulnerable adults.

Non-standard entry

Applicants who do not meet the above academic entry criteria but are able to demonstrate equivalent qualifications or experience would be considered on an individual basis.

Transfer arrangements between programmes

When students choose to study a vocationally related under-graduate degree, they are normally making a choice of career pathway for the future. At the end of levels 4 and 5 a small number of students on the Ed&CS programme change their career aspirations away from education preferring to focus on non-education community settings. With this in mind, the team has arrangements in place to facilitate this. Specifically:

- Students successfully completing Level Four of the ED&CS programme may progress to Level Five of the F&Cs programme;
- Students successfully completing Level Five of the ED&CS programme may progress to Level Six of the F&CS programme, but will be required to successfully complete two additional Level Five modules prior to joining the F&CS programme, this would normally be undertaken during the Summer period (Children's Rights in Practice and Risk, Resilience and Recovery).

Similarly, other students who have chosen education routes may change their focus from mainstream to targeted support. The following arrangement is therefore in place:

- Students successfully completing Level Four of the ED&CS programme may progress to Level Five of the Ed(CS&P) or Ed(ALN-SEN), but will be required to successfully complete two Level Four modules prior to joining the F&CS programme, this would normally be undertaken during the Summer period (Introduction to ANL/SEN, and Foundations in Counselling Skills).

Aims of the programme

Education and Childhood Studies

This degree programme, which is based on a combination of academic study and work experience, has a long history of providing a well-respected and successful pathway into primary teaching via a Primary Postgraduate Certificate in Education (PGCE) or Post-compulsory qualification (PcET). Combining taught modules and placement experiences in educational settings and through a broad range of approaches to learning and teaching the

programme considers the sociological, historical, psychological, cultural, philosophical and health/welfare aspects of childhood and education to develop contemporary knowledge and skills required within the workplace. This course offers an alternative route into teaching, whilst keeping options open for other career opportunities that involve work with children and young people.

The programme facilitates a study of the nature of knowledge, understanding and critical engagement with a variety of theoretical perspectives, drawn from a wide range of disciplines related to childhood studies, education and learning, including: education, sociology, psychology, human rights, social justice/inclusion, health and social care. It involves the rigorous consideration of educational policies, processes and perspectives, and the cultural, societal, political, historical and economic contexts within which they are embedded. The statutory requirements of curricula for children and young people, aged three to fourteen years, in both England and Wales are explored, as are factors impacting on learning dispositions and how pupils can be supported through the curriculum and pastorally. The programme aims to provide learners with opportunities to broaden their knowledge, develop professional competency and successfully innovate, enabling them to drive forward policies and practices within the education and childhood studies workforce.

Some of the occupations that the Education and Childhood Studies degree will support are: teaching assistant; behaviour, learning and pastoral support; Teaching English as a Foreign Language; youth and community based work. Many learners use the programme as entry into postgraduate study, primarily Primary Postgraduate Certificate in Education (PGCE) or Post-compulsory qualification (PcET).

Families and Childhood Studies

This programme is for those interested in working with children, young people and families. Comprising academic study and work experience in a variety of community based settings this course will give an excellent understanding of issues relating to children, young people and families. This programme offers an opportunity to study the 'whole' child/young person and their holistic development, based upon a multi-agency approach and close work with families. There are a growing number of career opportunities linked to both Welsh and Westminster Government initiatives within the children and young peoples' workforce.

The programme of Families and Childhood Studies provides a coherent and responsive educational experience for those with an interest in policies, research and practices as they relate to provision for children, young people and families. Families and Childhood Studies is concerned with understanding how children and young people develop and learn providing a foundation for later life, whilst recognising the significance of the family in the holistic development of the child/young person.

This programme provides insight into sociological, psychological and health/well-being issues affecting children, adolescents and families. It also considers the important aspects of play and child development including the cultural development of the child, young person and family, whilst exploring inclusion, diversity and equality. Central to the programme is the exploration of inter-agency work and the multi-disciplinary approaches involved in the concept of providing effective services for children, young people and families.

The programme will support entry into a range of occupations including Sure Start/Flying Start; Home Start; child and family work; youth and community support work (substance misuse and youth engagement); residential care; co-ordination of play provision; language/support initiatives; Women's Aid; management of day care settings and post-sixteen teaching (following successful completion of a PGCE/PCET).

Education (ALN/SEN and CS&P routes)

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

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

Students following CS&P will develop knowledge and understanding of counselling concepts, theories and skills specific to working with children and young people in educational contexts and practice; and knowledge and understanding of psychological concepts and theories specific to working with children and young people in educational contexts and practice.

Generic aims of all programmes are to:

- Promote the attainment of knowledge, understanding, skills, values, beliefs and attitudes required to gain appropriate professional status in educational, child and family settings;
- Empower students to take ownership of their personal, professional and academic future through engagement with and critical reflection upon their own personal and professional learning;
- Enable students to critically analyse, debate and evaluate theory, philosophy, policy and political, social and economic ideologies;
- Provide students with work-based experiences so they develop their understanding of diverse contexts and perspectives and apply academic theory to practice;
- Enable students to engage in a research project, within the context of a work-based placement, affording them the opportunity to deploy methods of enquiry and analysis;
- Enable students to apply the principles of evidence informed and ethical practice;
- Provide students with the skills to communicate and engage effectively with children, young people and families;
- Develop students' pedagogical skills;
- Promote understanding of the needs of the setting and the individual child, young person and family, to secure their development in addition to safeguarding and promoting wellbeing and sustainability;

- Develop knowledge and understanding of a multi-agency approach to the care and education of children, young people and families;
- Equip students with transferable and employability skills including communication, ICT, collaborative working, problem solving and evaluation, to enhance practice in a diverse range of settings;
- Develop students' ability to manage their own learning, challenge themselves and exercise initiative and personal responsibility.

Distinctive features of the programmes

These degree programmes are delivered via a spiral curriculum, offering learners opportunities to develop skills of reflection, analysis, synthesis and evaluation to make links between theory and practical application. The programmes produce graduates who are critically informed about a range of contemporary issues relating to childhood, families, childhood education and education for individuals who require targeted support. Learners develop a range of transferable skills, which will prepare them for employment in a range of sectors.

The programmes include a range of modules which reflect the Welsh and Westminster Governments' priorities for education, children, young people and families, and which assist learners in deciding career pathways.

BA (Hons) Families and Childhood Studies is designed for those who wish to enter/progress to:

- child and family work (Sure Start/Flying Start; Home Start; Team Around the Family; parenting team; Women's Aid);
- youth and community support work (residential care; substance misuse; youth engagement; play provision; language support initiatives);
- Qualified Teacher Status (QTS) via a Primary Postgraduate Certificate in Education (PGCE);
- post-compulsory qualification (PcET);
- other post-graduate study, e.g. a Masters

BA (Hons) Education and Childhood Studies is designed for those who wish to enter/progress to:

- Qualified Teacher Status (QTS) via a Primary Postgraduate Certificate in Education (PGCE);
- post-compulsory qualification (PcET);
- classroom support; behaviour, learning and pastoral support work in a mainstream setting, or in a resource provision unit or a special school in either the primary, secondary or post-compulsory sectors;
- Teaching English as a Foreign Language;
- youth and community based work;
- other post-graduate study, e.g. a Masters

BA Education routes are designed for those who wish to:

- become a Teaching Assistant/Learning Support Assistant in a mainstream setting, or in a resource provision unit or a special school in either the primary, secondary or post-compulsory sectors or join the local authority support services;
- pursue a career in Education Counselling, e.g., in Local Authority central services.

or progress to:

- Qualified Teacher Status (QTS) via a Primary Postgraduate Certificate in Education (PGCE);
- a Post-compulsory Education and Training qualification;
- progress to other post-graduate study, e.g. a Masters in Education.

Staff team members come from a range of professional backgrounds and are all engaged in research. Working alongside supervisors, Alumni have an opportunity to develop their level 6 research project into a publishable journal article.

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

The academic tutorial process, embedded within the programmes, enables learners to meet regularly with their academic tutor to discuss feedback received, build on strengths and look at areas of development to raise assessment grades and explore future career options.

All of the above features contribute towards the high level of student satisfaction on the Ed&CS and FCS programmes 100% in 2012/13 and 2013/14. Courses within Education at Glyndŵr University were ranked first in the UK for overall student satisfaction in the 2015 Guardian University Guide.

Retention across all years of the Ed&CS and FCS programmes is high with approximately 90-95% of those who enrol progressing to receive an award. In 2014, 64% students exited the programmes with a 1st class or 2: 1 honours degree. These programmes also experience high employability levels and entry onto further studies 90% (2014). In 2014, 100% of students who applied were offered places on PGCE Primary Courses.

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

- Programmes are available on a full-time (three years) and part-time (six years) basis;

- All modules carry 20 credit points with a 40 credit research article module at level 6 (i.e. students are required to pursue 120 credits per year);
- Academic study and ICT skills are embedded at all levels;
- Employability is embedded throughout the programmes – through work experience and placement modules at all levels (65 days in total); careers conference (level 5), research article (level 6);
- At each level all groups are timetabled for one hour per week for academic tutorial.

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

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

These BA Education ‘specialist’ routes will run, subject to viable numbers.

Potential entry and exit points and progression and exit award requirements

One entry point will be available annually (September) and study will continue through the university academic year (Trimesters 1 and 2). In common with most degree schemes, the programme has been designed to allow students to exit at particular points.

Awards are as follows:

Level 4

- *Certificate of Higher Education in Education and Childhood Studies* – following successful completion of 120 credits at Level 4.
- *Certificate of Higher Education in Families and Childhood Studies* – following successful completion of 120 credits at Level 4.
- *Certificate of Higher Education: Education*, following successful completion of 120 credits at Level 4.

Level 5

- *Diploma of Higher Education in Education and Childhood Studies* – following successful completion of level 4 and 120 credits at Level 5.
- *Diploma of Higher Education in Families and Childhood Studies* – following successful completion of level 4 and 120 credits at Level 5.
- *Diploma of Higher Education in Education (ALN/SEN)* following successful completion of Level 4 and 120 credits at Level 5 including the four (BA Education) common modules plus ‘specialist’ modules as follows: Supporting Children and Young People: Speech, Language and Number; Learning Beyond the Classroom.

or,

- *Diploma of Higher Education in Education (Counselling Skills and Psychology)* following successful completion of Level 4 and 120 credits at Level 5 including the four (BA Education) common modules plus ‘specialist’ modules as follows: Creative Approaches to Counselling Skills and Psychology; Developmental Psychology.

Level 6

- *BA (Ordinary) Education and Childhood Studies* - following the successful completion of levels 4 and 5 and any further 60 credits at Level 6 giving a total of 300 credits overall.
 - *BA (Ordinary) Families and Childhood Studies* - following the successful completion of levels 4 and 5 and any further 60 credits at Level 6 giving a total of 300 credits overall.
 - *BA (Ordinary) Education (ALN/SEN)* following successful completion of levels 4 and 5, and an additional 60 credits (total 300 credits), to include the modules ALN/SEN: Specialist Support **and** Supporting Learners with Specific Learning Differences/Dyslexia plus an additional 20 credits,
- or,**
- *BA (Ordinary) Education (Counselling Skills and Psychology)*, following successful completion of levels 4 and 5, and an additional 60 credits (total 300 credits), to include the modules Key Issues in Counselling Skills for Education **and** Social Psychology plus an additional 20 credits.

Diagram of the programmes

| Level | BA (Hons) Ed & CS | BA (Hons) F & CS | BA (Hons) Education (ALN/SEN) | BA (Hons) Education (CS & P) |
|-------|--|--|--|--|
| 4 | <i>Academic Development and Reflective Practice EDC408</i> 20 credits (Karen Rhys Jones) | <i>Academic Development and Reflective Practice EDC408</i> 20 credits (Karen Rhys Jones) | <i>Academic Development and Reflective Practice EDC408</i> 20 credits (Karen Rhys Jones) | <i>Academic Development and Reflective Practice EDC408</i> 20 credits (Karen Rhys Jones) |
| 4 | <i>Development of Children and Young People EDC436</i> 20 credits (Ruth Davies) | <i>Development of Children and Young People EDC436</i> 20 credits (Ruth Davies) | <i>Development of Children and Young People EDC436</i> 20 credits (Ruth Davies) | <i>Development of Children and Young People EDC436</i> 20 credits (Ruth Davies) |
| 4 | <i>Protecting Children and Young People EDC434</i> 20 credits (Louise Jones) | <i>Protecting Children and Young People EDC434</i> 20 credits (Louise Jones) | <i>Protecting Children and Young People EDC434</i> 20 credits (Louise Jones) | <i>Protecting Children and Young People EDC434</i> 20 credits (Louise Jones) |
| 4 | <i>Development of Literacy and Numeracy</i> | <i>Development of Literacy and Numeracy</i> | <i>Development of Literacy and Numeracy</i> | <i>Development of Literacy and Numeracy</i> |

| | | | | |
|--------------|--|---|--|--|
| | <i>EDC410</i> 20 credits (Judith Ellwood) | <i>EDC410</i> 20 credits (Judith Ellwood) | <i>EDC410</i> 20 credits (Judith Ellwood) | <i>EDC410</i> 20 credits (Judith Ellwood) |
| Level | BA (Hons) Ed & CS | BA (Hons) F & CS | BA (Hons) Education (ALN/SEN) | BA (Hons) Education (CS & P) |
| 4 | <i>Introduction to ALN/SEN*</i> <i>EDP420</i> 20 credits (Emma Constantine) | <i>Introduction to ALN/SEN*</i> <i>EDP420</i> 20 credits (Emma Constantine) | <i>Introduction to ALN/SEN*</i> <i>EDP420</i> 20 credits (Emma Constantine) | <i>Introduction to ALN/SEN*</i> <i>EDP5420</i> 20 credits (Emma Constantine) |
| 4 | <i>Play</i> <i>EDC407</i> 20 credits (Duane Chong) | <i>Working with Children, Young People and Families</i> <i>EDC412</i> 20 credits (Jan Nordoff) | <i>Foundations in Counselling Skills for Education*</i> <i>EDC422</i> 20 credits (Alison Woolf) | <i>Foundations in Counselling Skills for Education*</i> <i>EDC422</i> 20 credits (Alison Woolf) |
| | | | | |
| 5 | <i>Research Methods</i> <i>EDC509</i> 20 credits (Gillian Danby and Ruth Davies) | <i>Research Methods</i> <i>EDC509</i> 20 credits (Gillian Danby and Ruth Davies) | <i>Research Methods</i> <i>EDC509</i> 20 credits (Gillian Danby and Ruth Davies) | <i>Research Methods</i> <i>EDC509</i> 20 credits (Gillian Danby and Ruth Davies) |
| 5 | <i>Inclusion and Diversity</i> <i>EDC518</i> 20 credits (Paula Hamilton) | <i>Inclusion and Diversity</i> <i>EDC518</i> 20 credits (Paula Hamilton) | <i>Inclusion and Diversity</i> <i>EDC518</i> 20 credits (Paula Hamilton) | <i>Inclusion and Diversity</i> <i>EDC518</i> 20 credits (Paula Hamilton) |
| 5 | <i>Curriculum (3-7 years)</i> <i>EDC525</i> 20 credits (Ruth Davies) | <i>Children's Rights in Practice</i> <i>EDC522</i> 20 credits (Jan Nordoff) | <i>Curriculum (3-7 years)</i> <i>EDC525</i> 20 credits (Ruth Davies) | <i>Curriculum (3-7 years)</i> <i>EDC525</i> 20 credits (Ruth Davies) |
| 5 | <i>Skills for the Workplace</i> <i>EDC508</i> 20 credits (Louise Jones) | <i>Skills for the Workplace</i> <i>EDC508</i> 20 credits (Louise Jones) | <i>Supporting Children and Young People: BESD*</i> <i>EDC524</i> 20 credits (Judith Ellwood) | <i>Supporting Children and Young People: BESD*</i> <i>EDC524</i> 20 credits (Judith Ellwood) |
| 5 | <i>Child and Adolescent Health and Well- being</i> <i>EDC539</i> | <i>Child and Adolescent Health and Well- being</i> | <i>Supporting Children and Young People: Communication and Interaction</i> | <i>Developmental Psychology*</i> PSY501 20 credits |

| | | | | |
|--------------|--|--|---|--|
| | 20 credits (Gillian Danby) | <i>EDC539</i> 20 credits (Gillian Danby) | <i>EDP525</i> 20 credits (Emma Constantine) | (Dr Sahar Hamid) |
| Level | BA (Hons) Ed & CS | BA (Hons) F & CS | BA (Hons) Education (ALN/SEN) | BA (Hons) Education (CS & P) |
| 5 | <i>Science, Technology and Creative Thinking</i> <i>EDC520</i> 20 credits (Duane Chong) | <i>Risk, Resilience, and Recovery</i> 20 credits <i>EDC532</i> (Louise Jones) | <i>Learning Beyond the Classroom*</i> <i>EDP519</i> 20 credits (Karen Rhys Jones) | <i>Developmental and Therapeutic Play</i> <i>EDC538</i> 20 credits (Alison Woolf) |
| 6 | <i>Research Article</i> <i>EDC634</i> 40 credits (Paula Hamilton) | <i>Research Article</i> <i>EDC634</i> 40 credits (Paula Hamilton) | <i>Research Article*</i> <i>EDC634</i> 40 credits (Paula Hamilton) | <i>Research Article*</i> <i>EDC614</i> 40 credits (Paula Hamilton) |
| 6 | <i>Promoting Positive Behaviour</i> <i>EDC607</i> 20 credits (Paula Hamilton) | <i>Promoting Positive Behaviour</i> <i>EDC607</i> 20 credits (Paula Hamilton) | <i>Specialist Negotiated Learning</i> <i>EDC619</i> 20 credits (David Thomas) | <i>Specialist Negotiated Learning</i> <i>EDC619</i> 20 credits (David Thomas) |
| 6 | <i>Curriculum (7-14 years)</i> <i>EDC615</i> 20 credits (Judith Ellwood) | <i>Multi-agency Practice with Children, Young People & Families with Complex Needs</i> <i>EDC630</i> 20 credits (Jan Nordoff) | <i>Curriculum (7-14 years)</i> <i>EDC615</i> 20 credits (Judith Ellwood) | <i>Curriculum (7-14 years)</i> <i>EDC615</i> 20 credits (Judith Ellwood) |
| 6 | <i>Special Educational Needs</i> <i>EDC612</i> 20 credits (Gillian Danby) | <i>Youth and Society</i> <i>EDC618</i> 20 credits (Jan Nordoff) | <i>ALN/SEN: Specialist Support</i> <i>EDP612</i> 20 credits (David Thomas) | <i>Social Psychology</i> <i>PSY617</i> 20 credits (Emyr Williams) |
| 6 | <i>Teaching and Learning Techniques</i> <i>EDC610</i> 20 credits (John Luker) | <i>Supporting Families with Young Children</i> <i>EDC617</i> 20 credits (Gillian Danby) | <i>Supporting Learners with Specific Learning Differences/Dyslexia</i> <i>EDC620</i> 20 credits (David Thomas) | <i>Key Issues in Counselling Skills for Education</i> <i>EDC621</i> 20 credits (Alison Woolf) |

Please note: Modules marked * in the BA (Hons) Education routes are linked to placement.

For the 2015-2016 academic year, the Level 6 Curriculum (7-14 years) module will be substituted with transitional modules as follows:

- Ed&CS: Level 6 Early Years Curriculum (EDC623);
- Education (ALN/SEN): Level 6 Curriculum (3-14 years) (EDC622).

These transitional modules will address gaps in content, which have arisen as a result of minor rearrangements in the curriculum between the current programmes and the new proposal.

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

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

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

Throughout the programmes students are timetabled for weekly academic tutorial sessions, which include group and one-to-one activities. During this time information on future career and study opportunities are included. Meetings with tutors to consider assessment feedback to facilitate action planning and provide support mechanisms to enhance academic and practical learning. External examiners report that students praise the tutors for the personalised attention they provide. These tutorials are not associated with gaining credit.

Indicative placement calendar 2016-2017

Level 4 – 20 days (2 x 10 day blocks);

Level 5 – 25 days (1 x 15 day and 1 x 10 day block);

Level 6 - 20 days (2 x 10 day blocks).

Students will undertake a one day visit to the setting prior to the commencement of Block 1.

| Date (w/b) | |
|-----------------|---|
| 26.09.16 | Induction week (Year 1 only) |
| 03.10.16 | |
| 10.10.16 | |
| 17.10.16 | |
| 24.10.16 | Assessment Week (no teaching) |
| 31.10.16 | |
| 07.11.16 | Year 2 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 14.11.16 | Year 2 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 21.11.16 | Year 2 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 28.11.16 | Year 1 Block Placement (Monday – Friday - attendance as per setting opening hours) |

| | |
|----------|--|
| 05.12.16 | Year 1 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 12.12.16 | Christmas Break |
| 19.12.16 | |
| 26.12.16 | |
| 02.01.17 | |
| 09.01.17 | Year 3 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 16.01.17 | Year 3 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 23.01.17 | Year 3 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 30.01.17 | Year 3 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 06.02.17 | Year 2 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 13.02.17 | Year 2 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 20.02.17 | Assessment Week (no teaching) |
| 27.02.17 | |
| 06.03.17 | Year 1 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 13.03.17 | Year 1 Block Placement (Monday – Friday - attendance as per setting opening hours) |
| 20.03.17 | |
| 27.03.17 | |
| 03.04.17 | |
| 10.04.17 | Easter vacation |
| 17.04.17 | |
| 24.04.17 | |
| 01.05.17 | |
| 08.05.17 | |

The placements at each level of the programmes, give students professional and practical experience to draw from, enabling them to link and apply theory with practice, which is an integral part of the discussion in taught sessions and an important aspect of module assessments.

Intended learning outcomes of the programmes

EDUCATION AND CHILDHOOD STUDIES

On completion of Level Four:

(A) Knowledge and Understanding

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

- A1. philosophical, historical, sociological and cultural perspectives;
- A2. 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;
- A3. developmental and / or learning theories and their application with a range of learning and teaching contexts;
- A4. 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;
- A5. their own values and the significance of ethical issues relating to their area of study;
- A6. 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:

- B1. locate and evaluate qualitative and quantitative materials;
- B2. think reflectively;
- B3. compare and apply theories from learning and teaching in simulated activities;
- B4. discuss and evaluate different viewpoints;
- B5. present different viewpoints.

(C) Subject Skills

Participants will be able to:

- C1. apply basic theoretical / conceptual frameworks to practice;
- C2. read relevant literature and begin to reference work effectively;
- C3. undertake observation of practice.

(D) Practical, Professional and Employability Skills

Participants will be able to:

- D1. plan, present and deliver information in written forms and oral presentations;
- D2. develop their ICT skills to support the presentation of information;
- D3. discuss and develop professional skills such as ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
- D4. begin to take responsibility for own learning and time management.

On completion of Level Five:

(A) Knowledge and Understanding

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

- A1. philosophical, historical, sociological and cultural perspectives;
- A2. 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;
- A3. developmental and / or learning theories and their application with a range of learning and teaching contexts;
- A4. 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;
- A5. their own values and the significance of ethical issues relating to their area of study;
- A6. 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:

- B1. locate and analyse qualitative and quantitative materials;
- B2. think reflectively and critically;

- B3. analyse, compare and apply some key theories from learning and teaching in simulated activities;
- B4. debate, reflect upon and evaluate different viewpoints;
- B5. present and justify different viewpoints.

(C) Subject Skills

Participants will be able to:

- C1. apply theoretical / conceptual frameworks to practice;
- C2. read a range of literature, select appropriate information and reference work effectively;
- C3. undertake observation of practice and evaluate findings in order to develop professional insight;
- C4. demonstrate understanding and application of research methodology.

(D) Practical, Professional and Employability Skills

Participants will be able to:

- D1. plan in-depth, present and deliver information in a variety of written forms and oral presentations;
- D2. develop their ICT skills to enable the appropriate presentation of information;
- D3. develop, practise, reflect upon and apply professional skills such as ethics, communication, ICT, problem-solving, decision-making, teamwork, interpersonal relationships;
- D4. demonstrate responsibility for own learning, time management and deadlines.

On completion of Level Six (Ordinary):

(A) Knowledge and Understanding

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

- A1. philosophical, historical, sociological and cultural perspectives;
- A2. the nature of knowledge, and a critical engagement with a variety of perspectives, drawn from a range of cognate disciplines;
- A3. developmental and / or learning theories and their application with a range of learning and teaching contexts;
- A4. 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;
- A5. their own values and the significance of ethical issues relating to their area of study;
- A6. 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:

- B1. critically analyse, synthesise and evaluate qualitative and quantitative materials;
- B2. think reflectively and critically;
- B3. critically analyse, compare and apply key theories from learning and teaching in simulated activities;
- B4. critically debate, appreciate and evaluate different viewpoints;
- B5. present justified and critically substantiated argument.

(C) Subject Skills

Participants will be able to:

- C1. critically apply theoretical / conceptual frameworks to practice;
- C2. read a range of relevant literature critically and reference work effectively;
- C3. undertake observation of practice and critically evaluate findings in order to develop perceptive insight;
- C4. demonstrate understanding of research methodology.

(D) Practical, Professional and Employability Skills

Participants will be able to:

- D1. plan in-depth, present and deliver information critically in a variety of written forms and oral presentations;
- D2. develop their ICT skills to enable the appropriate presentation of a wide range of information;
- D3. debate, practise, reflect upon and apply effective professional skills such as communication, ICT, problem-solving, decision-making, teamwork, interpersonal relationships;
- D4. demonstrate responsibility for own learning, time management and always work to deadlines.

On completion of Level Six (Honours):

(A) Knowledge and Understanding

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

- A1. philosophical, historical, sociological and cultural perspectives;
- A2. the nature of knowledge, research methodology and a critical engagement with a variety of perspectives, drawn from a range of cognate disciplines;
- A3. developmental and / or learning theories and their application with a range of learning and teaching contexts;
- A4. 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;
- A5. their own values and the significance of ethical issues relating to their area of study and independent research project;

A6. 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:

- B1. critically analyse, synthesise and evaluate qualitative and quantitative materials, including data collected from their own independent research project;
- B2. think reflectively and critically;
- B3. critically analyse, compare and apply key theories from learning and teaching in simulated activities;
- B4. critically debate, appreciate and evaluate different view-points;
- B5. present justified and critically substantiated argument.

(C) Subject Skills

Participants will be able to:

- C1. critically apply theoretical / conceptual frameworks to practice;
- C2. read a range of relevant literature critically and reference work effectively;
- C3. undertake observation of practice and critically evaluate findings in order to develop perceptive insight;
- C4. critique and demonstrate understanding and application of research methodology, including that related to their own independent research project.

(D) Practical, Professional and Employability Skills

Participants will be able to:

- D1. plan in-depth, present and deliver information critically in a variety of written forms and oral presentations, following substantial independent research;
- D2. develop their ICT skills to enable the appropriate presentation of a wide range of information;
- D3. debate, practise, reflect upon and apply effective professional skills such as ethics, communication, ICT, problem-solving, decision-making, teamwork, interpersonal relationships;
- D4. demonstrate responsibility for own learning, time management and always work to deadlines.

.....
FAMILIES AND CHILDHOOD STUDIES

On completion of Level Four:

(A) Knowledge and Understanding

Participants will be able to show understanding of basic principles of work with children, young people and families, with reference to:

- A1. the interdisciplinary and multi-agency nature of work with children, young people and families and of the structural, institutional, personal and cultural systems and ideas which affect the conception and experience of childhood;
- A2. the nature of knowledge and critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of cognate disciplines as they relate to work with children, young people and families;
- A3. holistic development in childhood and its relationship to provision and organisations.
- A4. their own values and the significance of ethical issues relating to their area of study
- A5. contemporary developments in work with children, young people and families associated with equity, diversity and inclusion

(B) Intellectual Skills

Participants will be able to:

- B1. locate and evaluate qualitative and quantitative materials;
- B2. think reflectively;
- B3. compare and apply theories from learning and teaching in simulated activities;
- B4. discuss and evaluate different viewpoints;
- B5. present different viewpoints.

(C) Subject Skills

Participants will be able to:

- C1. apply basic theoretical / conceptual frameworks to practice;
- C2. read relevant literature and begin to reference work effectively;
- C3. undertake observation of practice;

(D) Practical, Professional and Employability Skills

Participants will be able to:

- D1. plan, present and deliver information in written forms and oral presentations;
- D2. develop their ICT skills to support the presentation of information;
- D3. discuss and develop professional skills such as ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
- D4. begin to take responsibility for own learning and time management.

On completion of Level Five:

(A) Knowledge and Understanding

Participants will be able to analyse and demonstrate understanding of some key principles of work with children, young people and families, with reference to:

- A1. the interdisciplinary and multi-agency nature of work with children, young people and families and of the structural, institutional, personal and cultural systems and ideas which affect the conception and experience of childhood;

- A2. the nature of knowledge and critical engagement with a variety of perspectives, and ways of knowing and understanding, drawn from a range of cognate disciplines as they relate to work with children, young people and families;
- A3. holistic development in childhood and its relationship to provision and organisations.
- A4. their own values and the significance of ethical issues relating to their area of study
- A5. contemporary developments in work with children, young people and families associated with equity, diversity and inclusion

(B) Intellectual Skills

Participants will be able to:

- B1. locate and analyse qualitative and quantitative materials;
- B2. think reflectively and critically;
- B3. analyse, compare and apply some key theories from learning and teaching in simulated activities;
- B4. debate, reflect upon and evaluate different viewpoints;
- B5. present and justify different viewpoints.

(C) Subject Skills

Participants will be able to:

- C1. apply theoretical / conceptual frameworks to practice;
- C2. read a range of literature, select appropriate information and reference work effectively;
- C3. undertake observation of practice and evaluate findings in order to develop professional insight;
- C4. demonstrate understanding and application of research methodology.

(D) Practical, Professional and Employability Skills

Participants will be able to:

- D1. plan in-depth, present and deliver information in a variety of written forms and oral presentations;
- D2. develop their ICT skills to enable the appropriate presentation of information;
- D3. develop, practise, reflect upon and apply professional skills such as ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
- D4. demonstrate responsibility for own learning, time management and deadlines.

On completion of Level Six (Ordinary):

(A) Knowledge and Understanding

Participants will be able to analyse and demonstrate critical understanding of the fundamental principles of work with children, young people and families, with reference to:

- A1. the interdisciplinary and multi-agency nature of work with children, young people and families and of the structural, institutional, personal and cultural systems and ideas which affect the conception and experience of childhood;
- A2. the nature of knowledge and critical engagement with a variety of perspectives, drawn from a range of cognate disciplines as they relate to work with children, young people and families;
- A3. holistic development in childhood and its relationship to provision and organisations.
- A4. their own values and the significance of ethical issues relating to their area of study
- A5. contemporary developments in work with children, young people and families associated with equity, diversity and inclusion

(B) Intellectual Skills

Participants will be able to:

- B1. critically analyse, synthesise and evaluate qualitative and quantitative materials;
- B2. think reflectively and critically;
- B3. critically analyse, compare and apply key theories from learning and teaching in simulated activities;
- B4. critically debate, appreciate and evaluate different viewpoints;
- B5. present justified and critically substantiated argument.

(C) Subject Skills

Participants will be able to:

- C1. critically apply theoretical / conceptual frameworks to practice;
- C2. read a range of relevant literature critically and reference work effectively;
- C3. undertake observation of practice and critically evaluate finding in order to develop perceptive insight;
- C4. demonstrate understanding of research methodology.

(D) Practical, Professional and Employability Skills

Participants will be able to:

- D1. plan in-depth, present and deliver information critically in a variety of written forms and oral presentations;
- D2. develop their ICT skills to enable the appropriate presentation of a wide range of information;
- D3. debate, practise, reflect upon and apply effective professional skills such as communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
- D4. demonstrate responsibility for own learning, time management and always work to deadlines.

On completion of Level Six (Honours):

(A) Knowledge and understanding

Participants will be able to analyse and demonstrate critical understanding of the fundamental principles of work with children, young people and families, with reference to:

- A1. the interdisciplinary and multi-agency nature of work with children, young people and families and of the structural, institutional, personal and cultural systems and ideas which affect the conception and experience of childhood;
- A2. the nature of knowledge, research methodology and critical engagement with a variety of perspectives, drawn from a range of cognate disciplines as they relate to work with children, young people and families;
- A3. holistic development in childhood and its relationship to provision and organisations.
- A4. their own values and the significance of ethical issues relating to their area of study and own independent research project;
- A5. contemporary developments in work with children, young people and families associated with equity, diversity and inclusion

(B) Intellectual Skills

Participants will be able to:

- B1. critically analyse, synthesise and evaluate qualitative and quantitative materials, including data collected from their own independent research project;
- B2. think reflectively and critically;
- B3. critically analyse, compare and apply key theories from learning and teaching in simulated activities;
- B4. critically debate, appreciate and evaluate different view-points;
- B5. present justified and critically substantiated argument.

(C) Subject Skills

Participants will be able to:

- C1. critically apply theoretical / conceptual frameworks to practice;
- C2. read a range of relevant literature critically and reference work effectively;
- C3. undertake observation of practice and critically evaluate findings in order to develop perceptive insight;
- C4. critique and demonstrate understanding and application of research methodology, including that related to their own independent research project.

(D) Practical, Professional and Employability Skills

Participants will be able to:

- D1. plan in-depth, present and deliver information critically in a variety of written forms and oral presentations, following substantial independent research;
 - D2. develop their ICT skills to enable the appropriate presentation of a wide range of information;
 - D3. debate, practise, reflect upon and apply effective professional skills in such areas as ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships;
 - D4. demonstrate responsibility for own learning, time management and always work to deadlines.
-

**BA (Hons) Education (Additional Learning Needs/Special Educational Needs) and
BA (Hons) Education (Counselling Skills and Psychology)**

On completion of Level 4 (**common to both programmes**), students will be able to:

(A) Knowledge and understanding

- A1 Demonstrate a broad knowledge of the underlying concepts and principles of education;
- A2 Begin to appreciate the complexities of the inter-relationship between educational theory, policy and practice;
- A3 Demonstrate a broad knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process;
- A4 Demonstrate a broad knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts;
- A5 Demonstrate a broad knowledge and understanding of current issues in education associated with equality, diversity and inclusion;
- A6 Formulate their own values, beliefs and attitudes in relation to education.

(B) Intellectual skills

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

(C) Subject skills

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

(D) Practical, professional and employability skills

- D1 Begin to take responsibility for their own learning and time management;
- D2 Discuss and develop professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships;
- D3 Operate in a range of varied and specific contexts, taking responsibility for the nature and quality of personal and group outcomes;
- D4 Plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences;
- D5 Observe and evaluate the practice of others in simulated and work-based settings;
- D6 Identify key pedagogical skills and strategies in a simulated and work-based setting;
- D7 Use ICT skills to support their own work;
- D8 Demonstrate an awareness of contemporary issues relating to education in a range of contexts and settings.

.....

BA (Hons) Education (Additional Learning Needs/Special Educational Needs)

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

(A) Knowledge and Understanding

- A1 Demonstrate a detailed knowledge and critical understanding of the well-established concepts and principles of education and the development of them;
- A2 Evaluate and reflect upon the complexities of the inter-relationship between educational theory, policy and practice;
- A3 Demonstrate a detailed knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process;
- A4 Demonstrate a detailed knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts;
- A5 Demonstrate a detailed knowledge and understanding of current issues in education associated with equality, diversity and inclusion;
- A6 Evaluate, reflect upon and develop their own values, beliefs and attitudes in relation to education;
- A7 Demonstrate a knowledge and understanding of the key barriers to learning and participation for learners with high incidence ALN/SEN.

(B) Intellectual skills

- B1 Think reflectively and critically about their own learning and progression relevant to education settings;

- B2 Predicate and analyse a range of issues and theoretical perspectives;
- B3 Analyse, compare and evaluate key learning, teaching and assessment theories and principles in work-based practice;
- B4 Debate, reflect upon and evaluate different viewpoints from peers and work-based colleagues;
- B5 Present and justify different viewpoints;
- B6 Analyse, debate, evaluate and reflect upon the key principles, concepts and theories relating to learners with high incidence ALN/SEN.

(C) Subject skills

- C1 Engage with a range of relevant literature and develop knowledge and understanding of new principles and practice;
- C2 Demonstrate knowledge of the main methods of enquiry and evaluate critically the appropriateness of different approaches to problem solving;
- C3 Observe, reflect upon and evaluate practice to develop professional insight;
- C4 Apply key theoretical/conceptual frameworks to practice;
- C5 Reference work efficiently and effectively;
- C6 Apply key principles, concepts and theories to the education of learners with high incidence ALN/SEN.

(D) Practical, professional and employability skills

- D1 Take responsibility for planning, managing, reflecting upon and evaluating own learning;
- D2 Develop, practise and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships;
- D3 Operate in a range of varied and specific contexts, accepting responsibility for determining and achieving personal and/or group outcomes;
- D4 Plan, present and communicate effectively and efficiently information, ideas, problems and solutions in a variety of genres and for different purposes and audiences;
- D5 Observe, evaluate and reflect upon the practice of others in a work-based setting;
- D6 Use ICT skills to support their own work and that of organisations;
- D7 Demonstrate an understanding of contemporary issues relating to education in a range of contexts;
- D8 Observe, reflect upon and evaluate skills and strategies congruent with the key principles, concepts and theories relating to learners with high incidence ALN/SEN.

.....
On completion of the Ordinary degree, students will be able to (at Level 6):

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of key concepts and principles of education and the development of them;
- A2 Critically analyse the complexities of the inter-relationship between educational theory, policy and practice;
- A3 Demonstrate a comprehensive knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process;
- A4 Demonstrate a comprehensive knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts;
- A5 Demonstrate a comprehensive knowledge and understanding of current issues in education associated with equality, diversity and inclusion;
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education;
- A7 Understand the nature and purpose of research;
- A8 Demonstrate a detailed knowledge and understanding of specialist support for learners with ALN/SEN.

(B) Intellectual skills

- B1 Think reflectively, critically and analytically;
- B2 Synthesise, analyse and critically evaluate a range of issues and theoretical perspectives;
- B3 Critically analyse, compare and evaluate key theories related to learning, teaching and assessment in work-based practice;
- B4 Critically challenge, debate and evaluate different viewpoints;
- B5 Present substantiated and justified arguments;
- B6 Apply research methodology, skills and ethical procedures within a small-scale, practice based action research project;
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research;
- B8 Analyse, debate, evaluate and reflect upon specialist support for learners with ALN/SEN.

(C) Subject skills

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

(D) Practical, professional and employability skills

- D1 Independently plan, manage, reflect upon and evaluate their own learning and performance, including the development of study and research skills;
- D2 Adopt and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships;
- D3 Operate in a range of varied and specific contexts autonomously and collaboratively as part of a team, accepting accountability for determining and achieving personal and/or group outcomes;
- D4 Plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences;
- D5 Observe and critically evaluate the practice of others in a work-based setting;
- D6 Use ICT skills to support their own work;
- D7 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings;
- D8 Undertake research and critical, analytical reading;
- D9 Observe, reflect upon and critically evaluate skills and strategies relating to specialist support for learners with ALN/SEN.

.....

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

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of a range of key concepts and principles of education and the development of them;

- A2 Critically analyse the complexities of the inter-relationship between educational theory, policy and practice;
- A3 Demonstrate a comprehensive knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process;
- A4 Demonstrate a comprehensive knowledge and understanding of education and learning theories and pedagogical principles and their application in a range of learning and teaching contexts;
- A5 Demonstrate a comprehensive knowledge and understanding of current issues in education associated with equality, diversity and inclusion;
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education;
- A7 Understand the nature of action research and research methodology;
- A8 Demonstrate a detailed knowledge and understanding of specialist support for learners with ALN/SEN.

(B) Intellectual skills

- B1 Think reflectively, critically and analytically;
- B2 Synthesise, analyse and critically evaluate a range of issues and theoretical perspectives;
- B3 Critically analyse, compare and evaluate a range of theories related to learning, teaching and assessment in work-based practice;
- B4 Critically challenge, debate, appreciate and evaluate different viewpoints;
- B5 Present substantiated and justified arguments;
- B6 Apply research methodology, skills and ethical procedures within a small-scale, practice based action research project;
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research;
- B8 Analyse, debate, evaluate and reflect upon specialist support for learners with ALN/SEN.

(C) Subject skills

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

- C4 Critically apply a range of theoretical/conceptual frameworks to practice;
- C5 Reference work efficiently and effectively;
- C6 Apply key principles, concepts and theories relating to specialist support for learners with ALN/SEN.

(D) Practical, professional and employability skills

- D1 Independently plan, manage, reflect upon and evaluate their own learning and performance, including the development of study and research skills;
- D2 Adopt and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships;
- D3 Operate in a range of varied and specific contexts autonomously and collaboratively as part of a team, accepting accountability for determining and achieving personal and/or group outcomes;
- D4 Plan, present and communicate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences;
- D5 Observe and critically evaluate the practice of others in simulated and work-based settings;
- D6 Use ICT skills to support their own work;
- D7 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings;
- D8 Undertake and present a small-scale, practice based research project;
- D9 Observe, reflect upon and critically evaluate skills and strategies relating to specialist support practitioners for learners with ALN/SEN.

.....

BA Education (Counselling Skills and Psychology)

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

(A) Knowledge and Understanding

- A1 Demonstrate a detailed knowledge and critical understanding of the well-established concepts and principles of education and the development of them;
- A2 Evaluate and reflect upon the complexities of the inter-relationship between educational theory, policy and practice;
- A3 Demonstrate a detailed knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process;

- A4 Demonstrate a detailed knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts;
- A5 Demonstrate a detailed knowledge and understanding of current issues in education associated with equality, diversity and inclusion;
- A6 Evaluate, reflect upon and develop their own values, beliefs and attitudes in relation to education;
- A7 Demonstrate a broad knowledge and understanding of the relationship between skills and psychology and the education of children and young people.

(B) Intellectual skills

- B1 Think reflectively and critically about their own learning and progression relevant to education settings;
- B2 Predicate and analyse a range of issues and theoretical perspectives;
- B3 Analyse, compare and evaluate key learning, teaching and assessment theories and principles in work-based practice;
- B4 Debate, reflect upon and evaluate different viewpoints from peers and work-based colleagues;
- B5 Present and justify different viewpoints;
- B6 Analyse, debate, evaluate and reflect upon key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people.

(C) Subject skills

- C1 Engage with a range of relevant literature and develop knowledge and understanding of new principles and practice;
- C2 Demonstrate knowledge of the main methods of enquiry and evaluate critically the appropriateness of different approaches to problem solving;
- C3 Observe, reflect upon and evaluate practice to develop professional insight;
- C4 Apply key theoretical/conceptual frameworks to practice;
- C5 Reference work efficiently and effectively;
- C6 Apply key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people.

(D) Practical, professional and employability skills

- D1 Take responsibility for planning, managing, reflecting upon and evaluating own learning;

- D2 Develop, practise and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships;
- D3 Operate in a range of varied and specific contexts, accepting responsibility for determining and achieving personal and/or group outcomes;
- D4 Plan, present and communicate effectively and efficiently information, ideas, problems and solutions in a variety of genres and for different purposes and audiences;
- D5 Observe, evaluate and reflect upon the practice of others in a work-based setting;
- D6 Use ICT skills to support their own work and that of organisations;
- D7 Demonstrate an understanding of contemporary issues relating to education in a range of contexts;
- D8 Observe, reflect upon and evaluate key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people.

.....

On completion of the Ordinary degree, students will be able to (at Level 6):

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of key concepts and principles of education and the development of them;
- A2 Critically analyse the complexities of the inter-relationship between educational theory, policy and practice;
- A3 Demonstrate a comprehensive knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process;
- A4 Demonstrate a comprehensive knowledge and understanding of education and learning theories and their application in a range of learning and teaching contexts;
- A5 Demonstrate a comprehensive knowledge and understanding of current issues in education associated with equality, diversity and inclusion;
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education;
- A7 Understand the nature and purpose of research;
- A8 Demonstrate a detailed knowledge and understanding of the relationship between skills in counselling **and** psychology specific to the education of children and young people.

(B) Intellectual skills

- B1 Think reflectively, critically and analytically;

- B2 Synthesise, analyse and critically evaluate a range of issues and theoretical perspectives;
- B3 Critically analyse, compare and evaluate key theories related to learning, teaching and assessment in work-based practice;
- B4 Critically challenge, debate and evaluate different viewpoints;
- B5 Present substantiated and justified arguments;
- B6 Apply research methodology, skills and ethical procedures within a small-scale, practice based action research project;
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research;
- B8 Analyse, debate, evaluate and reflect upon in detail, key principles, concepts, theories and skills in counselling **and** psychology specific to the education of children and young people.

(C) Subject skills

- C1 Engage critically with a range of relevant literature and develop knowledge and understanding of new principles and practice;
- C2 Accurately deploy established methods of analysis and enquiry, critically synthesising and evaluating quantitative and qualitative data;
- C3 Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight;
- C4 Critically apply key theoretical/conceptual frameworks to practice;
- C5 Reference work efficiently and effectively;
- C6 Apply in detail, key principles, concepts, theories and skills in counselling **and** psychology specific to the education of children and young people, to practice.

(D) Practical, professional and employability skills

- D1 Independently plan, manage, reflect upon and evaluate their own learning and performance, including the development of study and research skills;
- D2 Adopt and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships;
- D3 Operate in a range of varied and specific contexts autonomously and collaboratively as part of a team, accepting accountability for determining and achieving personal and/or group outcomes;
- D4 Plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences;
- D5 Observe and critically evaluate the practice of others in a work-based setting;

- D6 Use ICT skills to support their own work;
- D7 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings;
- D8 Undertake research and critical, analytical reading;
- D9 Observe, reflect upon and critically evaluate key principles, concepts, theories and skills in counselling **and** psychology specific to the education of children and young people.

.....

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

(A) Knowledge and Understanding

- A1 Demonstrate a systematic understanding and coherent and detailed knowledge of a range of key concepts and principles of education and the development of them;
- A2 Critically analyse the complexities of the inter-relationship between educational theory, policy and practice;
- A3 Demonstrate a comprehensive knowledge and understanding of the interaction between learning and contexts (formal and informal) and the ways in which participants (learners and teachers) can influence the learning process;
- A4 Demonstrate a comprehensive knowledge and understanding of education and learning theories and pedagogical principles and their application in a range of learning and teaching contexts;
- A5 Demonstrate a comprehensive knowledge and understanding of current issues in education associated with equality, diversity and inclusion;
- A6 Articulate clearly and systematically their own values, beliefs and attitudes in relation to education;
- A7 Understand the nature of action research and research methodology;
- A8 Demonstrate a detailed knowledge and understanding of the relationship between skills in counselling and psychology and the education of children and young people.

(B) Intellectual skills

- B1 Think reflectively, critically and analytically;
- B2 Synthesise, analyse and critically evaluate a range of issues and theoretical perspectives;
- B3 Critically analyse, compare and evaluate a range of theories related to learning, teaching and assessment in work-based practice;
- B4 Critically challenge, debate, appreciate and evaluate different viewpoints;

- B5 Present substantiated and justified arguments;
- B6 Apply research methodology, skills and ethical procedures within a small-scale, practice based action research project;
- B7 Critically analyse, interpret, evaluate, reflect upon and present a range of data/findings from research;
- B8 Analyse, debate, evaluate and reflect upon the key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people.

(C) Subject skills

- C1 Engage critically with a range of relevant literature and develop knowledge and understanding of new principles and practice;
- C2 Accurately deploy established methods of analysis and enquiry through work-based research, critically synthesising and evaluating quantitative and qualitative data;
- C3 Undertake, reflect upon, review and critically evaluate observation of practice to develop professional insight;
- C4 Critically apply a range of theoretical/conceptual frameworks to practice;
- C5 Reference work efficiently and effectively;
- C6 Apply key principles, concepts, theories and skills in counselling and psychology to practice, in the education of children and young people.

(D) Practical, professional and employability skills

- D1 Independently plan, manage, reflect upon and evaluate their own learning and performance, including the development of study and research skills;
- D2 Adopt and apply professional competencies in areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships;
- D3 Operate in a range of varied and specific contexts autonomously and collaboratively as part of a team, accepting accountability for determining and achieving personal and/or group outcomes;
- D4 Plan, present and communicate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences;
- D5 Observe and critically evaluate the practice of others in simulated and work-based settings;
- D6 Use ICT skills to support their own work and that of organisations;
- D7 Demonstrate a sound understanding of contemporary issues relating to education in a range of contexts and settings;
- D8 Undertake and present a small-scale, practice based research project;

D9 Observe, reflect upon and critically evaluate skills and strategies congruent with the key principles, concepts, theories and skills in counselling and psychology specific to the education of children and young people.

.....

The mapping of programme learning outcomes to modules can be found below.

CURRICULUM MATRIX How the '*Education and Childhood Studies*' programme outcomes are achieved and where skills are developed and assessed within individual modules.

Matrix 1: Education and Childhood Studies

| | | <i>A Knowledge & understanding, B Intellectual skills, C Subject skills, and D Practical, professional & employability skills</i> | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|
| | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | |
| Lev 4 | Introduction to ALN/SEN | C | * | * | * | * | * | * | * | * | | * | * | * | * | * | | * | * | * | * | |
| | Academic Development and Reflective Practice | C | | * | | | | | * | * | | * | * | | * | | | * | * | * | * | |
| | Development of Children and Young People | C | * | * | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | |
| | Development of Literacy and Numeracy | C | | * | | * | | * | * | * | * | * | * | * | * | * | | | * | | | * |
| | Play | C | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | | * | * | * | * |
| | Protecting Children and Young People | C | * | * | * | * | * | * | * | * | * | * | * | * | * | * | | | * | * | * | * |
| | | | | | | | | | | | | | | | | | | | | | | |
| Lev 5 | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | |
| | Inclusion and Diversity | C | * | * | | * | * | * | * | * | | * | * | * | * | * | | * | * | * | * | |
| | Skills for the Workplace | C | | * | | * | * | | * | * | | * | * | * | * | * | | * | | * | * | |
| | Research Methods | C | | * | | | | | * | * | | * | * | | * | | * | * | * | * | * | |
| | Child and Adolescent Health and Well-being | C | * | * | | | | * | * | * | | * | * | * | * | | | * | | | | * |
| | Curriculum (3-7 years) | C | | * | * | * | | * | * | * | * | * | * | * | * | | | * | | | | * |
| Science, Technology and Creative Thinking | C | | * | | * | | | * | * | * | * | * | * | * | * | | | * | * | | * | |
| | | | | | | | | | | | | | | | | | | | | | | |
| Lev 6 | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | |
| | Promoting Positive Behaviour | C | * | * | * | * | * | * | * | * | | * | * | * | * | | | * | | | | * |
| | Research Article | C | * | * | | | * | | * | * | | * | * | * | * | * | * | * | * | * | * | * |
| | Special Educational Needs | C | * | * | | * | | * | * | * | | * | * | * | * | * | | | * | * | | * |
| | Teaching and Learning Techniques | C | | * | * | * | | * | * | * | * | * | * | * | * | * | | | * | | * | * |
| | Curriculum (7-14 years) | C | | * | * | * | | | * | * | * | * | * | * | * | * | | | * | | | * |

CURRICULUM MATRIX how the '*Families and Childhood Studies*' programme outcomes are achieved and where skills are developed and assessed within individual modules.

Matrix 2: Families and Childhood Studies

| | | <i>A Knowledge & understanding, B Intellectual skills, C Subject skills, and D Practical, professional & employability skills</i> | | | | | | | | | | | | | | | | | | | |
|--------------|---|---|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Lev 4 | Introduction to ALN/SEN | C | * | * | * | * | * | | * | * | | * | * | * | * | * | | * | * | * | * |
| | Academic Skills and Reflective Practice | C | | * | | | | | * | * | | * | * | | * | | | * | * | * | * |
| | Development of Children and Young People | C | * | * | * | * | * | | * | * | * | * | * | * | * | * | | * | * | * | * |
| | Development of Literacy and Numeracy | C | * | * | * | * | * | | * | * | * | * | * | * | * | * | | * | * | * | * |
| | Working with Children, Young People and Families | C | * | * | * | * | * | | * | * | | * | * | | * | | | * | | | * |
| | Protecting Children and Young People | C | * | * | * | * | * | | * | * | * | * | * | * | * | * | | * | * | * | * |
| | | | | | | | | | | | | | | | | | | | | | |
| Lev 5 | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| | Inclusion and Diversity | C | | * | | * | * | | * | * | | * | * | * | * | | | * | * | * | * |
| | Skills for the Workplace | C | * | * | | * | | | * | * | | * | * | * | * | * | | * | | * | * |
| | Research Methods | C | | * | | * | | | * | * | | * | * | | * | | * | * | * | * | * |
| | Child and Adolescent Health and Well-being | C | * | * | * | * | | | * | * | | * | * | * | * | | | * | | | * |
| | Children's Rights in Practice | C | * | * | * | * | * | | * | * | * | * | * | * | * | | | * | * | * | * |
| | Resilience and Recovery | C | * | * | * | * | * | | * | * | * | * | * | * | * | | | * | | * | * |
| | | | | | | | | | | | | | | | | | | | | | |
| Lev 6 | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| | Promoting Positive Behaviour | C | * | * | * | * | * | | * | * | | * | * | * | * | | | * | | | * |
| | Research Article | C | | * | | * | | | * | * | | * | * | * | * | * | * | * | * | * | * |
| | Multi-agency Practice with Children, Young People and Families with Complex Needs | C | * | * | * | * | | | * | * | | * | * | * | * | | | * | | | * |
| | Supporting Families with Young Children | C | * | * | * | * | * | | * | * | * | * | * | * | * | | | * | * | | * |
| | Youth and Society | C | * | * | * | * | * | | * | * | | * | * | * | * | * | | | * | | |

CURRICULUM MATRIX demonstrating how the **BA Education (ALN/SEN)** and **BA Education (CS & P)** overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

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

| | | Learning outcomes: A Knowledge and understanding B Intellectual skills C Subject skills D Practical, professional and employability skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Title | Core/Opt | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | A 7 | A 8 | B 1 | B 2 | B 3 | B 4 | B 5 | B 6 | B 7 | B 8 | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 | D 8 | D 9 | |
| Academic Development and Reflective Practice | C | | | | | | | | | | * | | | * | | | | | * | * | | * | | | * | * | * | * | | | * | | |
| Protecting Children and Young People | C | * | * | * | | * | * | | | | * | * | | * | * | | | | * | * | | * | * | | * | * | * | * | | | * | * | |
| Development of Literacy and Numeracy | C | * | * | * | * | * | * | | | | * | | * | * | * | | | | * | * | * | * | | | | | | * | * | * | | * | |
| Development of Children and Young People | C | * | * | * | * | * | * | | | | * | * | * | * | * | | | | * | * | * | * | | | * | * | * | * | * | * | * | * | |
| Introduction to ALN/SEN | C | * | * | * | * | * | * | | | | * | * | * | * | * | | | | * | * | * | * | | | * | * | * | * | | | * | * | |
| Foundations in | C | * | * | * | * | * | * | | | | * | * | | * | * | | | | * | * | * | * | | | * | * | * | * | | | * | * | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|--|---|--|---|---|---|---|---|--|--|---|--|---|--|--|---|--|---|--|---|---|---|---|---|--|---|---|---|--|---|---|---|--|--|
| <i>SpLD/ Dyslexia</i> | C | * | * | * | * | * | * | | * | | * | * | * | * | * | | | * | | * | | | * | | * | | * | * | * | * | * | | * | * | * | | * | * | * | | |
|---------------------------|---|---|---|---|---|---|---|--|---|--|---|---|---|---|---|--|--|---|--|---|--|--|---|--|---|--|---|---|---|---|---|--|---|---|---|--|---|---|---|--|--|

Matrix 4: BA (Hons) Education (Counselling Skills and Psychology)

| | | Learning outcomes: A Knowledge and understanding B Intellectual skills C Subject skills D Practical, professional and employability skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|--|-----|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Title | Core/Opt | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | A 7 | A 8 | | B 1 | B 2 | B 3 | B 4 | B 5 | B 6 | B 7 | B 8 | | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 | D 8 | D 9 |
| Academic Development and Reflective Practice | C | | | | | | | | | | * | | | | * | | | | | * | * | | | * | | | * | * | * | * | | | * | | |
| Protecting Children and Young People | C | * | * | * | | * | * | | | | * | | * | * | * | | | | | * | * | * | * | | | | | | | * | * | | | * | |
| Development of Literacy and Numeracy | C | * | * | * | * | * | * | | | | * | | * | * | * | | | | | * | * | * | * | | | | | | | * | * | * | | * | |
| Development of Children and Young People | C | * | * | * | * | * | * | | | | * | * | * | * | * | | | | | * | * | * | * | | | | * | * | * | * | * | * | * | * | * |
| Introduction to ALN/SEN | C | * | * | * | * | * | * | | | | * | * | * | * | * | | | | | * | * | * | * | | | | * | * | * | * | | | * | * | |
| Foundations in Counselling Skills for Education | C | * | * | * | * | * | * | | | | * | * | | * | * | | | | | * | * | * | * | | | | * | * | * | * | | | * | * | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Module Title | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | A 7 | A 8 | | B 1 | B 2 | B 3 | B 4 | B 5 | B 6 | B 7 | B 8 | | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 | D 8 | D 9 |
|--|---|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Core/Opt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Research Methods | C | | | | | * | | | | | * | * | | * | * | | | | | * | * | | * | * | | | * | * | * | * | | * | | | |
| Inclusion and Diversity | C | * | * | * | | | | | | | * | * | | * | * | * | | | | * | | * | * | | * | | * | | | * | * | | * | * | |
| Curriculum (3-7 years) | C | * | * | * | * | * | * | | | | * | | * | * | * | | | | | * | | * | * | | * | | * | | | * | * | | * | | |
| Developmental and Therapeutic Play | C | * | * | * | * | * | | * | | | * | * | * | * | * | * | | | | * | | * | * | | * | | * | | | * | * | | * | * | |
| BESD | C | * | * | * | * | * | * | * | | | * | * | * | * | * | * | | | | * | | * | * | | * | | * | | | * | * | | * | * | |
| Developmental Psychology | C | | | | * | * | * | * | | | * | * | | * | * | * | | | | * | | | * | * | * | | * | * | * | * | | | * | * | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Title | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | A 7 | A 8 | | B 1 | B 2 | B 3 | B 4 | B 5 | B 6 | B 7 | B 8 | | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 | D 8 | D 9 |
| Core/Opt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Research Article | C | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | | * | * | * | * | * | * | * | * | * |
| Curriculum (7-14 years) | C | * | * | * | * | * | * | | | | * | | * | * | * | | | | * | | * | * | | * | | * | | | * | * | | * | | | |
| Key Issues in Counselling Skills for Education | C | * | * | * | * | * | * | | * | | * | * | * | * | * | | * | | * | | * | * | | * | | * | | | * | * | * | | | * | |
| Specialist Negotiated Learning | C | * | * | * | * | * | * | | * | | * | * | * | * | * | | * | | * | | * | * | | * | | * | * | * | * | * | | * | * | * | |
| Social Psychology | C | | | | * | * | | * | | | * | * | | * | * | | * | | * | | * | * | | * | | * | | * | | | | | | * | |

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

In accordance with contemporary educational research and best practice, the programmes will be delivered through a broad range of learning and teaching strategies, reflecting the diversity of content and methodology that professionals in relevant employment settings engage with and practise. The delivery of the programmes and their assessment will reflect Glyndŵr University's Learning, Teaching and Assessment Strategy, Assessment for Learning: Guiding principles for good practice, Glyndŵr Graduate Attributes and Key Skills for Employability.

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

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

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

The programme team value and endeavour to draw upon students' past and current experiences and provide the chance to enhance those experiences in the light of new learning. To facilitate this, module delivery includes a range of learning and teaching strategies such as lectures, seminars, workshops, discussions, debates, role-play, group-based learning, individual and group tutorials, case studies, problem-based learning, visiting speakers, visit days and work placements. These activities include the use of Moodle VLE.

Delivery will be interactive and reflective. Peer group collaborative learning and peer review will also form part of the social constructivist approach to the modules. Students will be encouraged to develop their observational skills and to analyse their own practice and that of others. Throughout the programmes, participants will be encouraged to reflect critically on both theory and practice, a theme which is integral throughout all modules. They will be encouraged to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own, informed conclusions. They will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation.

The programmes encourage personal development, including becoming an independent learner and someone who is prepared to lead others and work on their own initiative.

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 placement settings. This approach is highly regarded by partner agencies and placement providers as it equips students with a range of transferrable work-based skills, such as appreciation of ethical issues, including confidentiality and anti-discriminatory practice.

Work-based/placement learning statement

The work-based learning principles and practice have been informed by the QAA's Quality Code for Higher Education.

As students undertake placements that involve working with children, young people and vulnerable adults they will be required to complete a Disclosure and Barring Service (DBS) check upon entry to the programme. This entry condition will be administered by the University and will be funded by individual students. Safeguarding of children, young people and vulnerable adults and ethical issues such as confidentiality and appropriate lines of communication, will be included in taught programme content across a range of modules to ensure students understand their legal obligations and responsibilities in the work place.

Procedures and expectations relating to placement will be reviewed annually and included in a placement handbook which will be issued to students, placement providers and visiting tutors.

Placement is usually undertaken within a single setting at each level of study unless specific issues arise, when alternative arrangements may be made. Where the student or placement staff raise a significant issue, a 'Cause for Concern' form is completed. This process is included in the placement handbook.

Students will undertake introductory visits to placements in order to meet their mentor and familiarise themselves with the setting. At this time they will also complete a health, safety and welfare declaration and setting permission/ethics sheet. The programmes operate within the University's framework for meeting legislative requirements regarding health and safety.

Placements for Ed&CS students are available in: primary and secondary schools; educational welfare; English as an Additional Language service; school psychological service; language and play schemes; forest schools; outdoor education centres and nurseries.

Placement for FCS students are available in a wide range of areas including: play schemes; hospital and hospice settings; children/family centres; Child and Adolescent Mental Health Services (CAMHS); Women's Aid; Home Start; Sure Start; Flying Start; Team Around the Family (TAF), community dietician and Barnardo's.

Placement for BA Education students are available in settings such as primary and secondary schools, resource provision units, special schools and other education settings.

Placements are set-up by a placement officer, who maintains links with staff and students on the programme. The placement handbook and supporting documentation outline the responsibilities of those involved in the facilitation and monitoring of the placement experience, including the student, University visiting tutor and setting. The Placement Office has extensive experience in the co-ordination, management and quality assurance of student placements.

Confidentiality and professional conduct is emphasised during the induction programme and modules linked to placement. When undertaking the Level 6 Research Article, all students will be required to complete an ethical considerations pro-forma. This will be countersigned by the University supervising tutor and designated person at the placement.

During placement, students will work closely with named mentors (nominated by the setting) who have the relevant skills and experience. Mentors will not be required to carry out formal student assessments. However, as a critical friend, they will provide help and advice, facilitate access to documentation and activities, support students in achieving placement-based tasks and reflective practice. Students will be visited by a University tutor. Mentors and tutors will advise students on how to gain a range of learning experiences relevant to the placement setting. These experiences will enable students to develop links between theory and practice as well as developing skills of reflection. The inclusion of placement learning will equip students with the knowledge, skills and understanding required for their future employment. External examiners comment that the quality of the learning experiences and assessment are excellent in preparing students for various roles within the child, family and education sectors

Feedback on placement experiences from settings and students is quality assured through questionnaires.

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

Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to be assessed in the medium of Welsh.

Welsh speaking placements and liaison tutors may be requested by students and the placement officer will endeavour to secure these, subject to availability.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The assessment strategies for the programmes have been informed by the QAA's Quality Code for Higher Education, the Credit and Qualification Framework for Wales and Glyndŵr University documentation linked to learning, teaching, assessment and academic regulations.

Assessments include a variety of formal, informal, formative and summative techniques, designed to enable the student to achieve the module learning outcomes, enhancing learning within and across modules and embracing inclusivity and diversity of student competencies. The assessments will enable theory to inform practice and be an opportunity to synthesise information and ideas from many sources. Among the methods of assessment used are essays, case studies, portfolios, reflective reports, presentations, micro-teaches; lesson plans and lesson evaluations; group assignments, observations and reflective reports; the design and production of resources to use with children and young people, parents/carers and practitioners; journal articles and conference posters. Assessment requirements for each module are detailed below.

Each assessment is integral to the development of the individual. All assessments must be undertaken and where module assessments are in more than one part, all parts must be attempted and submitted to pass the module and gain credit.

Learners are informed of assessment requirements through module handbooks and assessment workshops. Assessment criteria are clearly communicated to students. Generic criteria applied to all module assessments will encourage critical reading of relevant literature and research, analysis and reflection and enable students to draw upon and evaluate their personal and work-based experiences. Work will be assessed against each criterion and will be graded in accordance with the University's regulations for undergraduate study.

Tutors use a generic feedback sheet to comment on the work presented, highlighting strengths and areas for development. This will be adapted by module tutors to reflect module learning outcomes, different tasks, methods of assessment and assessment criteria. Verbal and/or written feedback will be timely and constructive to enable students to develop personally, professionally and academically. In addition students may request individual tutorials to discuss assessment with module tutors. External examiners report the assessment feedback given to students is more extensive than that given in many other universities.

Second marking offers the opportunity for tutors to confirm their interpretation of the criteria. External examiners sample work from level 5 and 6 enabling them to scrutinise the fairness of the marking and to make appropriate recommendations, where necessary.

Efforts are made to ensure that the scheduling of assessments is evenly distributed, however, with a modular framework 'hot-spots' can occur. By varying assessment tasks and using an assessment calendar submission dates are staggered. Students are provided with an

assessment schedule at the beginning of each year. The proposed timetable for assessment submission is included in the matrix below.

Overview of module assessments through the programmes

| Module | Programme | Assessment type & weighting | Assessment loading | Indicative submission week |
|---|-------------------------------------|--|-----------------------|----------------------------|
| Level 4 | | | | |
| Play | Ed&CS; FCS | Portfolio (100%) examining play; submitted in two parts to offer formative feedback | c4,000 | 18; 40 |
| Academic Development and Reflective Practice | Ed&CS; FCS, Ed (ALN/SEN), Ed (CS&P) | Essay (40%) working within the child, family, education sector Learning Journal (60%) use of different information sources and reflecting on own progress | 1,500 c2,500 | 16 29 |
| Development of Children and Young People | Ed&CS; FCS, Ed (ALN/SEN), Ed (CS&P) | Portfolio (100%) child observations, linking theory to practice; submitted in two parts to offer formative feedback | c4,000 | 24; 38 |
| Development of Literacy and Numeracy | Ed&CS, Ed (ALN/SEN), Ed (CS&P) | Practical (100%) resource and report aimed at promoting children's literacy and numeracy | c4,000 | 38 |
| Working with Children Young People and Families | FCS | Case Study (100%) legislation, policies and services: supporting diverse families/individuals in need | c,3,000 | 39 |
| Protecting Children and Young People | FCS; Ed&CS | Presentation (70%) paired presentation: promote awareness of child abuse/protection and role of practitioner Reflective log (30%) | 20 minutes c,1,000 | 41 |
| Introduction to Additional Learning Needs/Special Educational Needs | Ed (ALN/SEN), Ed (CS&P) | Essay (100%) strategies used to support SEN/ALN learners | c,3,000 | 32 |
| Foundations in Counselling Skills for Education | Ed (ALN/SEN), Ed (CS&P) | Essay (60%) how counselling skills can be used in schools Presentation (40%) individual presentation: key approach/figure in field of counselling | c2500 10 minutes | 31 40 |

| | | | | |
|---|-------------------------------------|---|----------------------|------------|
| | | | | |
| Level 5 | | | | |
| Inclusion and Diversity | Ed&CS; FCS, Ed (ALN/SEN), Ed (CS&P) | Essay (50%) inclusion, equality and diversity in context of child, family, education sector Poster (50%) based on issues faced by a marginalised group | 2,000 c2,000 | 19 38 |
| Skills for the Workplace | Ed&CS; FCS | Portfolio (100%) inter-personal and professional skills required when working with children and families; submitted in three parts | c4,000 | 13; 20; 39 |
| Research Methods | Ed&CS; FCS, Ed (ALN/SEN), Ed (CS&P) | Proposal (100%) selection of a research topic: literature review, methodological outline, design, trial and evaluation of data tools, ethics | 3,000 | 40 |
| Curriculum (3-7 years) | Ed&CS, Ed (ALN/SEN), Ed (CS&P) | Practical (100%) resource and report to promote delivery of curricula for children 3-8 | c4,000 | 34 |
| Science, Technology and Creative Thinking | Ed&CS | Practical (100%) resource and report to promote children's creativity, technological and scientific thinking | c4,000 | 26 |
| Children's Rights in Practice | FCS | Individual Presentation (100%) role practitioner in supporting children's rights in a range of contexts | c4,000 20 minutes | 26 |
| Child and Adolescent Health and Well-being | FCS; Ed&CS | Case Study (100%) examining factors impacting on child/adolescent well-being and support systems | C3,000 | 33 |
| Risk, Resilience and Recovery | FCS | Practical - Booklet aimed at supporting practitioners who work with children, young people and families | C4,000 | 41 |
| | | | | |
| Supporting Children and Young People: Behavioural, Emotional and Social Differences | Ed (ALN/SEN), Ed (CS&P) | Report (100%) policies and strategies used to support young people with behavioural, emotional and social differences | c4000 | 33 |
| | | | | |

| | | | | |
|---------------------------------------|-------------------------------------|---|----------------------|----|
| Learning Beyond the Classroom | Ed (ALN/SEN) | Presentation (40%) evaluating the potential learning/experiences beyond the classroom. Report (60%) demonstrating the benefits of learning experiences beyond the classroom. | 15 mins c2500 | 29 |
| Developmental Psychology | Ed (CS&P) | Essay (50%) impact of development of the social context Practical report (50%) , e.g. Piaget's cognitive development theory. | c2000 | 18 |
| | | | c2000 | 21 |
| Developmental and Therapeutic Play | Ed (CS&P) | Project (100%) | c4000 | 37 |
| Supporting Children and Young People: | Ed (ALN/SEN), | Case study (40%) - Review/monitoring of a learner who has communication/interaction difficulties. Resource (60%) - Teaching pack to support a learner with identified needs. | c1500 | 37 |
| | | | c2500 | |
| Level 6 | | | | |
| Promoting Positive Behaviour | Ed&CS; FCS | Case Study (100%) understanding and supporting young people who have challenging behaviour: home and school context | c4,000 | 26 |
| Research Article | Ed&CS; FCS, Ed (ALN/SEN), Ed (CS&P) | Journal Article (100%) independent research project based on a topic of interest | 5,000 | 40 |
| | | | c2,000 | 42 |
| Special Educational Needs | Ed&CS | Case Study (100%) supporting a young person who has a specific disability or learning need | 4,000 | 34 |
| Teaching and Learning Techniques | Ed&CS | Individual Micro teach (and Teaching File) (100%) plan, deliver and evaluation of a teaching session. | c4,000 | 31 |
| Curriculum (7-14 years) | Ed&CS, Ed (ALN/SEN), Ed (CS&P) | Portfolio (100%) resource and report to promote delivery of curricula for children 7-14 | c4,000 | 33 |

| | | | | |
|--|-------------------------|--|----------------|----------------|
| Youth and Society | FCS | Essay (100%) theories and constructs of youth and youth culture; transitions and support systems | c4,000 | 38 |
| Multi-agency Practice with Children Young People and Families with Complex Needs | FCS | Essay (100%) social/emotional impact of complex needs and support agencies available, including relevant legislation | c4,000 | 31 |
| Families with Young Children | FCS | Leaflet and rationale aimed at supporting parents/carers of very young children | c 4000 | 34 |
| Specialist Negotiated Learning | Ed (ALN/SEN), Ed (CS&P) | Negotiated Learning Contract (30%) and Project (70%): independent research project based on topic of own choice | c1000 c3000 | 17 31 |
| Additional Learning Needs/Special Educational Needs: Specialist Support | Ed (ALN/SEN) | Case Study (100%) focuses on a young person who has ALN/SEN and requires specialist support; links with placement/practice | c4000 | 41 |
| Supporting Learners with Specific Learning Differences/Dyslexia | Ed (ALN/SEN) | Portfolio (100%) planning, teaching and evaluating for a learner who has specific learning needs/dyslexia | c4000 | 34 |
| Key Issues in Counselling Skills for Education | Ed (CS&P) | Project (50%) evaluation of counselling skills: personal learning, self-reflection Essay (50%) focusing on one key issue, evaluate therapeutic interventions and monitoring systems | c2000 c2000 | N/A 2015-16 |
| Social Psychology | Ed (CS&P) | Essay (50%) discussion of social psychological processes Report (50%) evaluate research in relation to social psychology. | c2000 c2000 | N/A 2015-16 |

Assessment regulations that apply to the programme

University regulations for Bachelor Degrees, Diplomas and Certificates apply to these programmes. There is no request for derogations from regulations. All assessments lead to the gaining of credits. Borderline classifications will be addressed thus:

Substantial module – Level 6 Research Article.

The classification will be raised to the next level if the following criteria are met:

- The mark for the substantial module falls within the higher classification
- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules have been passed at the first attempt.

Programme management

Programme Team

Programme Leaders – Paula Hamilton (Ed&CS); Judith Ellwood (BA Education ALN/SEN; CS&P); Gillian Danby (FCS).

Programme Team – Della Austin; Duane Chong; Emma Constantine; Gillian Danby; Ruth Davies; Paula Hamilton; Kevin Hughes; Louise Jones; John Luker; Judith Ellwood; Jan Nordoff; Karen Rhys-Jones; Karen Southern; David Thomas; Emyr Williams; Sahar Hamid; Alison Woolf.

The programme team may utilise the expertise of appropriately qualified sessional lecturers and guest speakers as required including placement providers, to enhance the programme.

Copies of Curriculum Vitae for academic members are available electronically.

Quality Management Arrangements

The programmes comply with the policies and procedures laid down for the validation and quality assurance of programmes by the University. The programme team is cognisant of the QAA's Quality Code for Higher Education, the Framework for Higher Education Qualifications and the Credit and Qualification Framework for Wales, all of which have been considered during the programme design.

Feedback on programme delivery, quality and fitness comes from a range of stakeholders, including, students, staff and partners, through meetings, written and verbal feedback, student's evaluations of modules (SEMs), Staff/Student Consultative Committees (SSCC), Quality Assurance (QA) questionnaires and the National Student Survey (NSS).

External examiners scrutinise the quality of the programme delivery and assessment sampling work from level 5 and 6 and maintain that the standards achieved are comparable with similar programmes elsewhere. They offer feedback and examples of good practice, in addition to attending Module Assessment Boards.

The Assessment and Award Boards meet in line with the University Assessment Schedule to consider assessment results and feedback from external examiners.

The team is aware of the importance of self-evaluation in ensuring the development and quality of the programmes. In addition to the usual planning, delivery and review cycle undertaken by tutors, learners contribute to the evaluation process through various mechanisms, including: discussions with programme leaders, tutors and external examiners. More formal methods include: SEMs; SSCCs; end of programme review; feedback from external examiners; QA questionnaires. Minutes of SSCC meetings, the actions to be taken and how they are addressed are uploaded to Moodle. All feedback is incorporated into the Annual Monitoring Report (AMR) process, which is addressed through the University's internal review system. External examiners comment that the student voice is heard and addressed, they are firmly supported by the programme team and that 'students are treated as people'.

Research and Scholarship Activity

Research is co-ordinated across the School by Iolo Madoc-Jones. A number of team members either have or are currently undertaking research degrees (M.Phil/PhD) and are involved in writing for publication, reviewing books and peer-reviewed journal papers. Some staff are members of professional bodies (eg. Fellowship/Senior Fellowship of the HEA); some are external examiners; many have presented at local, national and international events.

Particular support for learning

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

All participants are assigned an Academic Tutor, who oversees their academic and personal progress. Students meet their academic tutor regularly during the year. These meetings provide an opportunity to discuss progress and areas of concern. Tutors are the first point of call and provide guidance as to where students can gain support.

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

Moodle enhances communication and includes additional materials and resources. Moodle offers learners further opportunity to engage in discussion and share experiences.

The University library holds some subject specific texts. Learners are encouraged to access electronic resources and journals (via Athens).

The programmes benefit from the support of the Placement Office and the University's centralised services.

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

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

Equality and diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. These programmes comply fully with the University's policy on equality and diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.