

# Prifysgol Wreccsam Wrexham University

## PROGRAMME SPECIFICATION

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### Award titles

#### Programme Title(s)

BA (Hons) Education Studies  
BA (Hons) Education Studies (with Foundation Year)  
BA (Hons) Early Childhood Studies  
BA (Hons) Early Childhood Studies (with Foundation Year)

#### Internal Programme Title(s) (if different to the title on the certificate)

n/a

#### Programme to be included in Graduation Ceremonies

Yes

### Delivery period

Sept 2024 – Sept 2028

\*Entry to Foundation year from Sept 2023

### Intake points

September

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b> Wrexham Glyndŵr University
<b>Programme delivered by</b> Education and Childhood Studies
<b>Location of delivery</b> Plas Coch Campus
<b>Faculty/Department</b> Faculty of Social and Life Sciences Education
<b>Exit awards available</b> BA (Hons) Education Studies BA Education Studies (Ordinary) Diploma of Higher Education in Education Studies

Certificate of Higher Education in Education Studies  BA (Hons) Early Childhood Studies BA Early Childhood Studies (Ordinary) Diploma of Higher Education in Early Childhood Studies Certificate of Higher Education in Early Childhood Studies
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
N/A
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement.</i></b>
N/A
<b>HECoS codes</b>
<i>Please refer to HECoS <a href="#">Code Selection Tool</a> to select correct HECoS code or contact the Quality and Regulation team for advice.</i>  <i>Early Childhood Studies 100463</i> <i>Education Studies 100459</i>
<b>UCAS code</b>
tbc
<b>Relevant QAA subject benchmark statement/s</b>
Education Studies Early Childhood Studies
<b>Mode of study</b>
Full & part time Online/distance learning part time
<b>Normal length of study for each mode of study</b>
Full-time – 3 years Part-time – 4 years
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
N/A
<b>The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i> )</b>
General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

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Date of validation event:	29 <sup>th</sup> June 2023
Date of approval by Academic Board:	21 <sup>st</sup> August 2023
Approved Validation Period:	5 years from Sept 2024
Transitional arrangements approved (if revalidation)	N/A
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

## Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's general entry requirements are;

Qualification	Entry requirements
Foundation Year	48-72 Tariff points
Foundation Degree	48-72 Tariff points
3 year Bachelors degree	80-112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

### Non Standard entry criteria

Full-time:

- GCSE English C, level 4 or equivalent

Part-time

- GCSE English C, level 4 or equivalent
- A minimum of 2 years employment experience in the Children's workforce prior to starting the course.
- Current employment in the Children's workforce.

Students without the above entry requirements, who can demonstrate engagement with the sector, are welcome to apply and will be considered on an individual basis.

## Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

## DBS Requirements

All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University.

### **Enhanced Check and Child Barred List**

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

## Suitability for Practice Procedure

Suitability to Practice Procedure applies to:

BA (Hons) Education Studies  
BA (Hons) Early Childhood Studies

Students engage with 315 hours of placement whilst studying for their degree. As a University we have a duty to ensure that students are suitable to practice within the children's workforce by the time they complete their degree. Therefore, any concerns around a student's behaviour or professional practice which impacts their suitability to work within the sector are dealt with under a suitability to practice procedure.

## Aims of the programme

### **BA (Hons) Education Studies**

Education studies explores the formal and informal contexts of education including the learning and development of children from three to eleven years. It draws on the domains of psychology, sociology and philosophy whilst also acknowledging the perspectives of curriculum studies, politics, cultural studies, human rights and global education. Education studies aims to produce graduates who can critique policy and practice and challenge assumptions. It provides students with the knowledge, understanding and work-based opportunities to become informed and engaged educational professionals working in a range of careers within the children's workforce.

### **BA (Hons) Early Childhood Studies**

Early Childhood Studies (ECS) is an established field of study focusing on the holistic development of children up to eight years of age. ECS draws on research and practice from a range of domains, for example health, education, psychology, sociology, philosophy and neuroscience. The aim of Early Childhood Studies is to produce graduates who are well

equipped to pursue a wide range of professional roles within the children's workforce. Early Childhood graduates significantly contribute to the advancement of policy, research and workforce development, many taking managerial and leadership positions or continuing their studies to postgraduate level. The aim of ECS programmes is to prepare graduates to advocate for families and to champion the needs, voice, rights, development and learning of young children.

### Distinctive features of the programme

The BA (Hons) Education Studies and the BA (Hons) Early Childhood Studies have been designed around a central core of knowledge and understanding informed by the QAA benchmarks for both Education and Early Childhood Studies. This means that students come together to share a wealth of knowledge, understanding and experiences relevant to the children's workforce whilst still pursuing the uniqueness of the Education or Early Childhood fields of study. Both programmes are offered on a full-time or part-time basis with curriculum delivery drawing on an Active Learning Framework (ALF) to ensure it is accessible, student centred and flexible.

### Employability

The BA (Hons) Education Studies and BA (Hons) Early Childhood Studies all satisfy the objectives of the University's Employment Strategy by providing learners with the opportunity to achieve their career aspirations and professional potential, using the University Skills Framework to ensure the University provides the best possible preparation for students to progress in employment, self-employment, new venture creation, and/or by pursuing further study. The degree suite ensures that employability initiatives are clearly aligned to institutional strategy and strategic priorities, including the needs of employers and other community partners.

We understand the necessity for students to be able to compete successfully for jobs within the Children's Workforce. Our students often go on to secure roles within the maintained and non-maintained education sector, with local authorities and with third sector organisations. This can often be achieved by holding additional training or qualifications sought after by the sector. Students undertaking the BA (Hons) Early Childhood Practice and BA (Hons) Education Studies will benefit from additional training embedded within modules or running alongside their degree programme. This could include (but not limited to) an Outdoor Learning qualification, Makaton training, a Paediatric First Aid qualification, and Welsh language training, obtained over the duration of the programme. The training offered will be tailored to the degree route chosen, level of study and may change in response to the needs of the sector.

### Placement

Students are able to contextualise their learning to their future career aspirations by engaging with up to 315 hours of placement across their degree studies. Students will

choose their placement dependent on their degree route and future career aspirations. They can choose to experience a range of placements or stay within a specific placement to build valuable relationships with future employers. Our placements include (but are not limited to) schools; nursery settings; local authority settings, for example the Child Prevention and Support Service and Flying Start; third sector organisations, for example Home Start, Action for Children and Save the Family; and the private sector, for example Residential Homeless Support for Families and Residential Family Assessment Centres. Students are also encouraged, where possible, to undertake placement in Welsh first language settings.

Students will undertake placement with a specific focus in mind. The placement undertaken at level 4 provides students with an insight into the work environment including the policy, procedures and legislation which inform practice. At level 5 students are engaged in practice informed research. Students are able to negotiate a research area with their placement and collect authentic research data from within the setting. This data will be used by the students to write their dissertation at level 6. The final placement at level 6 provides students with an opportunity to shadow a professional with leadership responsibility and to relate this to their own future development and career needs.

## **Research**

The education department has seen real growth in the development of research opportunities over the past 3 years. All members of the teaching team are engaged with either doctoral studies or specific research projects relevant to developing the sector. Many of the projects undertaken within the education department are Welsh Government led which places the team at the forefront of initiatives impacting the childhood and education sector. Many of the modules being implemented across the programmes will be responsive to the sector and are designed to evolve with research output. For example, including a core module at level 4 which considers contemporary debates in childhood and education allows the programme team to explore current research initiatives with students but also to recognise that contemporary debates and research interests will change over time.

## **Part-time Route**

Being able to work or remain in employment whilst studying is an important consideration for students working within the education and childhood sectors. With a growing base of students looking to improve career prospects or to add validation to an already established career, it is important to provide a route which offers flexibility and enables students to combine work and study on a part-time basis.

The key features of the part-time route are:

- Only extends the programme by 1 year therefore a degree is achievable in 4 years.
- Students are able to meet placement requirements and complete assignments in their own workplace.
- Students can choose to study alongside other students on campus for a full day per week. This provides students with a University experience and an opportunity to experience classroom teaching.
- Alternatively, students can choose to study fully online and receive additional support out of work hours.

## Credit Accumulation and exit awards

### Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of:

Certificate of Higher Education in Education Studies

Certificate of Higher Education in Early Childhood Studies

Successful completion of 240 credits at Level 5 entitles the student to a:

Diploma of Higher Education in Education Studies

Diploma of Higher Education in Early Childhood Studies

Successful completion of 300 credits at Level 6 entitles the student to a:

Bachelor's degree Education Studies (Ordinary)

Bachelor's degree Early Childhood Studies (Ordinary)

## Programme Structure Diagram, including delivery schedule

### BA Education Studies

#### Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	EDY401	Skills for Study and Employment	20	Core	Sem 1
Level 4	EDY402	Professional Practice for Childhood and Education	40	Core	Sem 1 & 2
Level 4	EDY403	Psychology of Childhood	20	Core	Sem 1
Level 4	EDY404	Contemporary Debates in Childhood and Education	20	Core	Sem 2
Level 4	EDY405	Learning and Teaching in Primary Education	20	Core	Sem 2
Level 5	EDY501	Social Action – Supporting Children and Families in Society	20	Core	Sem 1
Level 5	EDY502	Practice Informed Research	60	Core	Sem 1 & 2
Level 5	EDY503	Children's Rights and the Law	20	Core	Sem 1
Level 5	EDY504	Additional learning Needs and Neurodiversity	20	Core	Sem 2
Level 6	EDY601	Dissertation	40	Core	Sem 1 & 2
Level 6	EDY602	Exploring Expressive Arts	20	Core	Sem 2
Level 6	EDY603	Leadership and Professional Development	40	Core	Sem 1
Level 6	EDY604	Comparative Education: International Perspectives	20	Core	Sem 2

## Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	EDY401	Skills for Study and Employment	20	Core	Sem 1	Y1
Level 4	EDY402	Professional Practice for Childhood and Education	40	Core	Sem 1 & 2	Y1
Level 4	EDY403	Psychology of Childhood	20	Core	Sem 1	Y2
Level 4	EDY404	Contemporary Debates in Childhood and Education	20	Core	Sem 2	Y2
Level 4	EDY405	Learning and Teaching in Primary Education	20	Core	Sem 2	Y1
Level 5	EDY501	Social Action – Supporting Children and Families in Society	20	Core	Sem 1	Y3
Level 5	EDY502	Practice Informed Research	60	Core	Sem 1 & 2	Y2
Level 5	EDY503	Children’s Rights and the Law	20	Core	Sem 1	Y2
Level 5	EDY504	Additional learning Needs and Neurodiversity	20	Core	Sem 2	Y3
Level 6	EDY601	Dissertation	40	Core	Sem 1 & 2	Y4
Level 6	EDY602	Exploring Expressive Arts	20	Core	Sem 2	Y3
Level 6	EDY603	Leadership and Professional Development	40	Core	Sem 1	Y4
Level 6	EDY604	Comparative Education: International Perspectives	20	Core	Sem 2	Y4

## BA (Hons) Early Childhood Studies

### Full-time Delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	EDY401	Skills for Study and Employment	20	Core	Sem 1
Level 4	EDY402	Professional Practice for Childhood and Education	40	Core	Sem 1 & 2
Level 4	EDY403	Psychology of Childhood	20	Core	Sem 1
Level 4	EDY404	Contemporary Debates in Childhood and Education	20	Core	Sem 2
Level 4	EDY406	Play and Outdoor Learning	20	Core	Sem 2
Level 5	EDY501	Social Action – Supporting Children and Families in Society	20	Core	Sem 1
Level 5	EDY502	Practice Informed Research	60	Core	Sem 1 & 2
Level 5	EDY503	Children’s Rights and the Law	20	Core	Sem 1
Level 5	EDY505	Speech and Language Development in Early Childhood	20	Core	Sem 2
Level 6	EDY601	Dissertation	40	Core	Sem 1 & 2
Level 6	EDY602	Exploring Expressive Arts	20	Core	Sem 2
Level 6	EDY603	Leadership and Professional Development	40	Core	Sem 1
Level 6	EDY605	Critical Perspectives of Health and Well-being	20	Core	Sem 2



## Part-time Delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	EDY401	Skills for Study and Employment	20	Core	Sem 1	Y1
Level 4	EDY402	Professional Practice for Childhood and Education	40	Core	Sem 1 & 2	Y1
Level 4	EDY403	Psychology of Childhood	20	Core	Sem 1	Y2
Level 4	EDY404	Contemporary Debates in Childhood and Education	20	Core	Sem 2	Y2
Level 4	EDY406	Play and Outdoor Learning	20	Core	Sem 2	Y1
Level 5	EDY501	Social Action – Supporting Children and Families in Society	20	Core	Sem 1	Y3
Level 5	EDY502	Practice Informed Research	60	Core	Sem 1 & 2	Y2
Level 5	EDY503	Children's Rights and the Law	20	Core	Sem 1	Y2
Level 5	EDY505	Speech and Language Development in Early Childhood	20	Core	Sem 2	Y3
Level 6	EDY601	Dissertation	40	Core	Sem 1 & 2	Y4
Level 6	EDY602	Exploring Expressive Arts	20	Core	Sem 2	Y3
Level 6	EDY603	Leadership and Professional Development	40	Core	Sem 1	Y4
Level 6	EDY605	Critical Perspectives of Health and Well-being	20	Core	Sem 2	Y4

## Intended learning outcomes of the programme

### BA (Hons) Education Studies

\* To gain an Ordinary degree students are able to achieve any 60 credits from the 120 credits on offer. This does not preclude them from completing a research project (40 credits) in combination with 1 other module. As students do not normally set out to gain an ordinary degree the composition of the 60 credits is often not known until the end of the academic year. Therefore, there is no distinction between the learning outcomes for Level 6 and Level 6 (Hons) as there is no distinction in the teaching or assessment of individual level 6 modules to account for students choosing to accept an Ordinary degree.

### Knowledge and Understanding

	Level 4	Level 5	Level 6*	Level 6 (Hons)
A1	Demonstrate an understanding of professional competencies, legislation and policy relevant to the children's workforce.	Analyse the role of practice informed research and the skills required to collect primary data.	Construct a research dissertation based on the critical evaluation of research data.	Construct a research dissertation based on the critical evaluation of research data.
A2	Identify and apply a range of academic conventions and skills and understand how these may transfer to employment.	Examine the role of society in relation to childhood, families and education and advocate for the services involved with improving the lives of children and families.	Critically evaluate the role of Expressive Arts within childhood and education and demonstrate a critical understanding of the creative process.	Critically evaluate the role of Expressive Arts within childhood and education and demonstrate a critical understanding of the creative process.
A3	Outline and discuss the psychological development of childhood.	Recognise the importance of Children's Rights and analyse the role of legislation within the children's workforce.	Critically appraise, compare and contrast international education systems.	Critically appraise, compare and contrast international education systems.
A4	Identify and explore a range of contemporary debates relevant to childhood and education.	Demonstrate knowledge and application of ALN theories, legislation and practice.	Demonstrate a critical understanding of leadership and professional development.	Demonstrate a critical understanding of leadership and professional development.
A5	Identify and explore the foundations of primary education.			

## Intellectual Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
B1	Reflect on personal learning and progression in relation to feedback and performance in a variety of subject areas.	Reflect on personal learning and progression, identifying needs and undertaking guided learning to address them in relation to feedback and performance in all subject areas.	Critically reflect on the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative learning to address them.	Critically reflect on the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative learning to address them.
B2	Identify and locate a range of sources relevant to each area of study including those available digitally.	Access, retrieve, organise, and evaluate a range of sources relevant to each area of study including those available digitally.	Critically evaluate and synthesise a range of sources relevant to each area of study including those available digitally.	Critically evaluate and synthesise a range of sources relevant to each area of study including those available digitally.
B3	Identify and interpret key theoretical perspectives relevant to a variety of subject areas.	Analyse, and compare key theoretical perspectives relevant to a variety of subject areas.	Critically analyse, evaluate and synthesise key theoretical perspectives relevant to a variety of subject areas.	Critically analyse, evaluate and synthesise key theoretical perspectives relevant to a variety of subject areas.
B4	Discuss and present a range of viewpoints relevant to different audiences.	Evaluate a range of appropriate viewpoints relevant to different audiences.	Critically evaluate and justify a broad range of viewpoints relevant to a range of audiences.	Critically evaluate and justify a broad range of viewpoints relevant to a range of audiences.

## Subject Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
C1	Engage with theory, legislation, policy and practice from a range of perspectives relevant to the sector.	Evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer an informed point of view.	Critically evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer a critically informed point of view.	Critically evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer a critically informed point of view.
C2	Understand the purpose of and develop observation skills for use in an education context.	Develop and analyse observation skills for use as a research tool.	Observe and critically evaluate the practice of self and others.	Observe and critically evaluate the practice of self and others.
C3	Describe the importance of equality in education in relation to working with children and families.	Recognise inequalities in education and embrace an anti-bias approach.	Recognise and challenge inequalities in education and embrace an anti-bias approach.	Recognise and challenge inequalities in education and embrace an anti-bias approach.

	Level 4	Level 5	Level 6*	Level 6 (Hons)
C4	Recognise education as a political and cultural construct within a Welsh context.	Examine education as a political, cultural and ideological construct within a Welsh context.	Critically evaluate the interrelationship between political, cultural and ideological contexts in education both nationally and globally.	Critically evaluate the interrelationship between political, cultural and ideological contexts in education both nationally and globally.

### Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
D1	Demonstrate an appropriate use of technology to support learning and practice.	Demonstrate an effective and appropriate use of technology to support and enhance learning and practice.	Demonstrate a comprehensive and reflective use of technology to support and enhance learning and practice.	Demonstrate a comprehensive and reflective use of technology to support and enhance learning and practice.
D2	Communicate effectively and appropriately, in writing and orally and across different media.	Communicate effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.
D3	Recognise the importance of working collaboratively with others in a study and work-based context.	Demonstrate an ability to work in collaboration with others and recognise the importance of effective leadership.	Demonstrate an ability to work collaboratively with others and to take a leadership role when appropriate.	Demonstrate an ability to work collaboratively with others and to take a leadership role when appropriate.
D4	Demonstrate an ability to plan, time-manage and meet deadlines.	Demonstrate an ability to plan, time-manage and meet deadlines, and appropriately prioritise competing demands.	Demonstrate an ability to plan, time-manage and meet deadlines, and appropriately prioritise competing demands effectively and efficiently in a study and work context.	Demonstrate an ability to plan, time-manage and meet deadlines, and appropriately prioritise competing demands effectively and efficiently in a study and work context.

## BA (Hons) Early Childhood Studies

\* To gain an Ordinary degree students are able to achieve any 60 credits from the 120 credits on offer. This does not preclude them from completing a research project (40 credits) in combination with 1 other module. As students do not normally set out to gain an ordinary degree the composition of the 60 credits is often not known until the end of the academic year. Therefore, there is no distinction between the learning outcomes for Level 6 and Level 6 (Hons) as there is no distinction in the teaching or assessment of individual level 6 modules to account for students choosing to accept an Ordinary degree.

### Knowledge and Understanding

	Level 4	Level 5	Level 6*	Level 6 (Hons)
A1	Demonstrate an understanding of professional competencies, legislation and policy relevant to the children's workforce.	Analyse the role of practice informed research and the skills required to collect primary data.	Construct a research dissertation based on the critical evaluation of research data.	Construct a research dissertation based on the critical evaluation of research data.
A2	Identify and apply a range of academic conventions and skills and understand how these may transfer to employment.	Examine the role of society in relation to childhood, families and education and advocate for the services involved with improving the lives of children and families.	Critically evaluate the role of Expressive Arts within childhood and education and demonstrate a critical understanding of the creative process.	Critically evaluate the role of Expressive Arts within childhood and education and demonstrate a critical understanding of the creative process.
A3	Outline and discuss the psychological development of childhood.	Recognise the importance of Children's Rights and analyse the role of legislation within the children's workforce.	Critically appraise the role of health and well-being in the lives of children and their families.	Critically appraise the role of health and well-being in the lives of children and their families.
A4	Identify and explore a range of contemporary debates relevant to childhood and education.	Demonstrate knowledge and application of speech and language development in early childhood.	Demonstrate a critical understanding of leadership and professional development.	Demonstrate a critical understanding of leadership and professional development.
A5	Identify and explore the role of play and outdoor education in the lives of young children.			

## Intellectual Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
B1	Reflect on personal learning and progression in relation to feedback and performance in a variety of subject areas.	Reflect on personal learning and progression, identifying needs and undertaking guided learning to address them in relation to feedback and performance in all subject areas.	Critically reflect on the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative learning to address them.	Critically reflect on the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative learning to address them.
B2	Identify and locate a range of sources relevant to each area of study including those available digitally.	Access, retrieve, organise, and evaluate a range of sources relevant to each area of study including those available digitally.	Critically evaluate and synthesise a range of sources relevant to each area of study including those available digitally.	Critically evaluate and synthesise a range of sources relevant to each area of study including those available digitally.
B3	Identify and interpret key theoretical perspectives relevant to a variety of subject areas.	Analyse, and compare key theoretical perspectives relevant to a variety of subject areas.	Critically analyse, evaluate and synthesise key theoretical perspectives relevant to a variety of subject areas.	Critically analyse, evaluate and synthesise key theoretical perspectives relevant to a variety of subject areas.
B4	Discuss and present a range of viewpoints relevant to different audiences.	Evaluate a range of appropriate viewpoints relevant to different audiences.	Critically evaluate and justify a broad range of viewpoints relevant to a range of audiences.	Critically evaluate and justify a broad range of viewpoints relevant to a range of audiences.

## Subject Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
C1	Engage with theory, legislation, policy and practice from a range of perspectives relevant to the sector.	Evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer an informed point of view.	Critically evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer a critically informed point of view.	Critically evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer a critically informed point of view.
C2	Understand the purpose of and develop observation skills for use in an early childhood context.	Develop and analyse observation skills for use as a research tool.	Observe and critically evaluate the practice of self and others.	Observe and critically evaluate the practice of self and others.

	Level 4	Level 5	Level 6*	Level 6 (Hons)
C3	Describe the importance of equality in relation to working with children and families.	Recognise inequalities in early childhood and embrace an anti-bias approach.	Recognise and challenge inequalities in early childhood and embrace an anti-bias approach.	Recognise and challenge inequalities in early childhood and embrace an anti-bias approach.
C4	Recognise the early childhood sector as a political and cultural construct within a Welsh context.	Examine the early childhood sector as a political, cultural and ideological construct within a Welsh context.	Critically evaluate the interrelationship between political, cultural and ideological contexts in early childhood both nationally and globally.	Critically evaluate the interrelationship between political, cultural and ideological contexts in early childhood both nationally and globally.

### Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
D1	Demonstrate an appropriate use of technology to support learning and practice.	Demonstrate an effective and appropriate use of technology to support and enhance learning and practice.	Demonstrate a comprehensive and reflective use of technology to support and enhance learning and practice.	Demonstrate a comprehensive and reflective use of technology to support and enhance learning and practice.
D2	Communicate effectively and appropriately, in writing and orally and across different media.	Communicate effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.
D3	Recognise the importance of working collaboratively with others in a study and work-based context.	Demonstrate an ability to work in collaboration with others and recognise the importance of effective leadership.	Demonstrate an ability to work collaboratively with others and to take a leadership role when appropriate.	Demonstrate an ability to work collaboratively with others and to take a leadership role when appropriate.
D4	Demonstrate an ability to plan, time-manage and meet deadlines.	Demonstrate an ability to plan, time-manage and meet deadlines, and appropriately prioritise competing demands.	Demonstrate an ability to plan, time-manage and meet deadlines, and appropriately prioritise competing demands effectively and efficiently in a study and work context.	Demonstrate an ability to plan, time-manage and meet deadlines, and appropriately prioritise competing demands effectively and efficiently in a study and work context.

## Learning and teaching strategy

This learning and teaching strategy has been informed by the University Strategy for Supporting Student Learning and Achievement (SSSLA) which promotes opportunities for students based in high levels of challenge and support within an Active Learning Framework (ALF). This aligns with the wider University Vision and Strategy to promote 'Teaching that Inspires'.

Based within the principles of ALF the modules on the BA(Hons) Education Studies and the BA(Hons) Early Childhood Studies are designed to offer a flexible and engaging approach to teaching. All modules have been developed to embrace the principles of Universal Design for Learning so that students may access learning materials using a variety of formats. Full-time students can expect to engage with modules offering:

- Classroom teaching – whole and small group engagement through lectures, workshops, discussion and collaborative activity (inside and outside) are key to the learning experience.
- Asynchronous online materials - situated within the VLE and used to initiate and extend learning. These materials are designed to be accessible using a range of formats, for example, written text, pre-recorded video/audio, web-based content and collaborative tasks.
- Work-based learning - Each module has an employability focus and is aligned to the University Skills Framework, covering specific attributes, attitudes and skillsets. There are ample opportunities for students to engage with and practice key employability skills both in the modules and in the 315 hours of placement.
- External engagement - guest speakers from the children's workforce and third sector organisations will be invited to speak with students to promote and inform career choices.

In addition, part-time students who choose to study 100% online will have access to:

- Asynchronous online materials – situated within the VLE to allow students to study the content of the modules. These materials are designed to be accessible using a range of formats, for example, written text, pre-recorded video/audio, web-based content and collaborative tasks.
- Synchronous support sessions – these sessions are designed to support students in their study of the asynchronous module content. They provide an opportunity to work with the programme team, to ask questions and to gain clarity around course materials and assessment. For example, these sessions would typically take place once per week in an evening.

Flexibility is key to engaging students who wish to study part-time. Students often start University with a range of pre-existing family and work commitments which must co-exist with their learning journey. To this end part-time students can choose from the following options:



- Study 1 day per week (2 modules) in the classroom alongside the full-time cohort.
- Study 1 morning or afternoon per week (1 module) alongside the full-time cohort with one module studied online.
- Study the equivalent of one day per week (2 modules) online (asynchronous) at a time and place convenient to the student. Synchronous sessions are offered outside of work hours.

In essence the teaching team aim to motivate students to engage with their studies and to recognise the importance of developing both academic and employability skills, attitudes and attributes from the outset and throughout their time at the University. The team are committed to a growth mindset and the positive use of digital technologies across all aspects of teaching. Our aim is to support students to achieve their learning goals through active, accessible, flexible and inclusive learning and teaching that inspires.

### The University Skills Framework

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#). Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

### Work based/placement learning statement

Placement is a fundamental and integrated part of both the BA(Hons) Education Studies and the BA (Hons) Early Childhood Studies. Students will engage with up to 315 placement hours over the duration of their degree on both the full-time and part-time routes. Placement hours are integrated into one module at each level of study, with the learning outcomes for the module directing the purpose and intent of the placement. Student engagement with placement is assessed through the recording of attendance (pass/fail) and a corresponding academic assessment to meet the module learning outcomes.

The three placement modules are:

Level 4 - Professional Practice for Childhood and Education (40 credits). Students will attend placement for 2 days per week for 6 weeks (84 hrs). At level 4 the purpose of the placement is for students to explore and experience professional competencies in practice.

Level 5 - Practice Informed Research (60 credits). Students will attend placement 3 days a week for 8 weeks (168 hrs). At level 5 the purpose of the placement is for students to engage with authentic research ideas and to collect primary research data.

Level 6 - Leadership and Professional Development (40 credits). Students will attend placement 3 days a week for 3 weeks (63 hrs). At level 6 the purpose of the placement is for students to observe leadership skills and to consider their own professional development in relation to future employment.

Part-time students are expected to complete placement hours within their normal place of employment. Full-time students are encouraged to take responsibility for sourcing their own placement with the support of the Work Related Learning Unit (WRLU). Students have the opportunity to self-source a placement which will be formalised by the WRLU or to apply for a placement sourced by the WRLU. All placements sourced by the WRLU are advertised to students using an internal employment database called Ask Careers and Employability. When accessing a placement opportunity on the database students complete an application form and may be invited to an interview by the placement provider. The WRLU work closely with the student and the programme team to match a student with a suitable English or Welsh language placement opportunity. The WRLU have an extensive range of local placement opportunities covering both education and childhood settings, local authority and third sector organisations and therefore all students are guaranteed a placement opportunity.

Placement is monitored by both the WRLU and the programme team. The WRLU take responsibility for liaising with the setting over the duration of the placement. They also provide a first point of contact for a setting should any concerns be identified. Any concerns regarding a student on placement are escalated to the module leader for further investigation. At the end of the placement the WRLU make contact with each setting to confirm placement hours and gain feedback. Students on placement are subject to the Suitability to Practice Procedure if required.

The programme team are responsible for the student experience. At level 4 and 5 students return to campus every two weeks to discuss their experiences on placement and to raise any concerns they may have. Students report absences and any day to day difficulties with their setting to the WRLU for monitoring. At any point during the placement a student or setting can request a placement visit by a member of staff if there are any concerns. There are clear lines of communication provided for both settings and students which are detailed within the placement handbook for each level.

Full details regarding placement procedures, expectations, roles and responsibilities are provided within a placement handbook which is given to students, placement settings and module leaders at the beginning of each academic year.

### Welsh medium provision

Both the BA (Hons) Early Childhood Studies and the BA (Hons) Education Studies will firmly be situated within the Welsh context. As a Welsh University it is important to foreground Welsh policy, legislation and to recognise that education is devolved. The Curriculum for Wales and the Curriculum for Funded Non-maintained Nursery Settings were launched in September 2022 and will apply to all children living in Wales from 3 to 16 years. This puts Wales on a very distinct pathway in terms of the provision offered to children and their families.

The Welsh policy landscape will be addressed in the following modules:

Professional Practice for Childhood and Education (level 4)  
Children's Rights and Legal Framework (Level 5)  
Learning and Teaching in Primary Education (Level 5)  
Leadership and Professional Development (Level 6)  
Critical Perspectives of Health and Well-being (Level 6)  
Additional Learning Needs and Neurodiversity. (Level 6)

*Cynefin* is a Welsh term defined by the Curriculum for Wales as *'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.'*

Although the intention is to embed the ethos of Welsh policy and culture throughout the programme the concept of *Cynefin* will be approached through the following modules:

Contemporary Issues in Childhood and Education (level 4)  
Learning and Teaching in Primary Education (Level 5)  
Civic Mission – Supporting Children in Society (Level 5)  
Exploring Expressive Arts (Level 6)

Both programmes will be delivered through the medium of English, however all students are offered the opportunity to submit assessed work through the medium of Welsh. Students are also offered the opportunity to access Welsh Medium placements at each level of study.

Opportunities to develop Welsh language skills are critical to employability within the childhood/education sector in Wales. Within the proposed programmes this will be addressed by offering Welsh in the Workplace 1 (level 4, 20 credits) as part of the timetable for students studying at level 4 and level 5. This module is part of the employability package offered to students to support engagement with employment in the Welsh context.

### Assessment strategy

In designing an assessment approach to meet the needs of students on both the BA (Hons) Education Studies and the BA (Hons) Early Childhood Studies the programme team accessed guidance from the Active Learning Framework (ALF), Advanced HE Framework

for Transforming Assessment in Higher Education and the Strategy for Supporting Student Learning and Assessment (2020-2025) which requires programme teams:

‘To develop innovative, relevant, flexible and accessible assessment and feedback, supported appropriately by digital tools in order to optimise student engagement and achievement within a healthy learning environment’.

In addition, the QAA Education Studies and Early Childhood Studies Benchmark statements provide a clear steer towards assessments which:

- Are accessible, varied and innovative
- Aim to develop both academic and practical skills
- Reflect real life situations
- Support future employment
- Use contemporary digital skills
- And allow students to demonstrate a full range of knowledge and understanding.

The programme team also identified the following requirements:

- Students should be given the opportunity to develop key assessment types across levels to improve competency year on year.
- Assessment should be designed in light of current technological advancements, for example acknowledging the role of AI developments.

Embracing the above guidance, the following principles were adopted:

**Assessment is accessible, varied and innovative and provides opportunity to develop and practice key academic skills**

All module assignments are designed to comply with the Active Learning Framework. This means assessment types should be varied and accessible. Where possible modules will contain more than one assessment opportunity and use different assessment types. For example, a more academic assessment type i.e. an essay would be combined with a more practical assessment type i.e. a recorded reflection or a handout for practitioners. This will give students a fair opportunity to access an assessment type which better aligns with their abilities. Students should see value in the assignments they undertake, through clear links to employability. They should also be given the opportunity to develop and practice key academic skills from one year to the next. Where possible one off assignment types (i.e. not repeated in any other module) have been avoided to allow key skills to develop and grow through repetition over time.

**Assessment should reflect real life situations and develop skills transferable to employment**

As work expectations change so too must the skills that students demonstrate through assessment. For example, it is now commonplace for students to present at a job interview or

to be engaged in small scale research within the education sector. Within the degree modules there are key employability skills which translate into assessment types which are practiced at each level of study in preparation for employment, these include (amongst others):

- Presentation skills
- Writing for a specific audience
- Designing attractive informative materials or artefacts
- Report writing
- Research skills
- Personal reflection and career development

### **Assessment should develop contemporary digital skills and be mindful of technological advancements**

The majority of assessment undertaken by students takes place within the digital environment. All students are required to submit a digital version of their assignment for marking (where appropriate) and staff make use of the feedback opportunities created through effective use of Turnitin. In keeping with the Active Learning Framework assignment guidance is provided on Moodle using a range of accessible formats from written documents to video. All documents are uploaded in an appropriate format to enable students to use accessibility features such as Recite Me.

Students are introduced to and encouraged to engage with a range of technologies within the assessment process from word processing to audio and video recording, presentations and using design software to produce handouts and leaflets for a variety of audiences. Students are introduced to this expectation at level 4 and supported to understand their own level of technical skill using the JISC Discovery tool and other means of support. It is expected that students engagement and skill in the use of technology will develop year on year as they progress through their studies. Where appropriate students will be signposted to further training and support opportunities offered by the University.

The continued development of AI programmes such as Chat GPT must also be considered when designing assignment types. The programme team have avoided the use of single descriptive assessment types in favour of 'patchwork' or multiple assessment points where students are expected to contextualise knowledge and understanding in a variety of formats.

## BA Education Studies

\* Please note the week numbers below are indicative only and are based on the 23/24 academic calendar.

\*\* Please note part-time students will submit assignments in line with the schedule for full-time students provided below, however the year of submission may be different in some cases.

Module code & title	Assessment type and weighting	Indicative submission date *	Indicative submission year (Part-time)**
EDY401 Skills for Study and Employment	40% Coursework 60% Written Assignment	Sem 1, wk25 Sem 1, wk18	Year 1
EDY402 Professional Practice for Childhood and Education	100% Coursework Pass/Fail Attendance	Sem 1, wk20 Sem 2, wk34	Year 1
EDY403 Psychology of Childhood	30% Written Assignment 70% Coursework	Sem 1, wk15 Sem 1, wk25	Year 2
EDY404 Contemporary Debates in Childhood and Education	70% Presentation 30% Written Assignment	Sem 2, wk40 Sem 2, wk41	Year 2
EDY405 Learning and Teaching in Primary Education	100% Coursework	Sem 2, wk42	Year 1
EDY501 Social Action – Supporting Children and Families in Society	70% Presentation 30% Coursework	Sem 1, wk20 Sem 1, wk26	Year 3
EDY502 Practice Informed Research	20% Written Assignment 60% Coursework 20% Oral Assessment Pass/Fail Attendance	Sem 1, wk15 Sem 2, wk41 Sem 2, wk41 Sem 2, wk44	Year 2
EDY503 Children’s Rights and the Law	100% Written Assignment	Sem 1, wk25	Year 3
EDY504 Additional learning Needs and Neurodiversity	50% Written Assignment 50% Written Assignment	Sem 2, wk37 Sem 2, wk41	Year 3
EDY601 Dissertation	100% Dissertation	Sem 2, wk41	Year 4
EDY602 Exploring Expressive Arts	75% Presentation 25% Coursework	Sem 2, wk38 Sem 2, wk34	Year 3
EDY603 Leadership and Professional Development	100% Coursework Pass/Fail Attendance	Sem 1, wk25 Sem 1, wk20	Year 4
EDY604 Comparative Education: International Perspectives	100% Written Assignment	Sem 2, wk40	Year 4

## BA (Hons) Early Childhood Studies

\* Please note the week numbers below are indicative only and are based on the 23/24 academic calendar.

\*\* Please note part-time students will submit assignments in line with the schedule for full-time students provided below, however the year of submission may be different in some cases.

Module code & title	Assessment type and weighting	Indicative submission date*	Indicative submission year (Part-time)**
EDY401 Skills for Study and Employment	40% Coursework 60% Written Assignment	Sem 1, wk25 Sem 1, wk18	Year 1
EDY402 Professional Practice for Childhood and Education	100% Coursework Pass/Fail Attendance	Sem 1, wk20 Sem 2, wk34	Year 1
EDY403 Psychology of Childhood	30% Written Assignment 70% Coursework	Sem 1, wk15 Sem 1, wk25	Year 2
EDY404 Contemporary Debates in Childhood and Education	70% Presentation 30% Written Assignment	Sem 2, wk40 Sem 2, wk41	Year 2
EDY406 Play and Outdoor Learning	100% Coursework	Sem 2, wk42	Year 1
EDY501 Social Action – Supporting Children and Families in Society	70% Presentation 30% Coursework	Sem 1, wk20 Sem 1, wk26	Year 3
EDY502 Practice Informed Research	20% Written Assignment 60% Coursework 20% Oral Assessment Pass/Fail Attendance	Sem 1, wk15 Sem 2, wk41 Sem 2, wk41 Sem 2, wk44	Year 2
EDY503 Children’s Rights and the Law	100% Written Assignment	Sem 1, wk25	Year 3
EDY505 Speech and Language Development in Early Childhood	50% Written Assignment 50% Coursework	Sem 2, wk37 Sem 2, wk41	Year 3
EDY601 Dissertation	100% Dissertation	Sem 2, wk41	Year 4
EDY602 Exploring Expressive Arts	75% Presentation 25% Coursework	Sem 2, wk38 Sem 2, wk34	Year 3
EDY603 Leadership and Professional Development	100% Coursework Pass/Fail Attendance	Sem 1, wk25 Sem 1, wk20	Year 4
EDY605 Critical Perspectives of Health and Well-being	100% Written Assignment	Sem 2, wk40	Year 4

### Assessment and award regulations

#### Derogations

##### Further attempts

Students are required to meet the specified attendance hours requirement of L5 Practice Informed Research module (60 credits), in order to progress to the next block (part-time) or level (full-time) of their studies. If a student requires a further attempt at the attendance

element, they will be required to repeat the relevant year of study in order to achieve the required number of placement hours.

Part-time Routes only

#### Progression

Students will progress to Year 2 of their studies on completion of 80 credits at level 4. Upon completion of the remaining 40 credits at level 4 and the prerequisite module L5 Practice Informed Research, they will progress to Year 3 of their studies. Students who do not complete the specified attendance hours of their placement at level 5 and require a further attempt at L5 Practice Informed Research will be required to repeat the year. Students will progress to the final year of their studies providing they have completed the remaining 60 credits at level 5 in Year 3.

#### **Non Credit Bearing assessment**

N/A

#### **Borderline Classifications (Undergraduate programmes)**

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

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

#### **Ordinary Degrees**

Any combination of modules equating to 60 credits may be used.

#### **Restrictions for trailing modules (Taught Masters)**

N/A

#### **Prerequisites for processing to MRes research component**

N/A

#### Accreditation

N/A

#### Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire  
Student Voice Forum



Individual student feedback  
Student representatives  
Annual Monitoring reports  
Periodic review and re-validation process  
External Examiner reports  
PSRB requirements and accreditation activities  
National Student Survey (NSS)

### Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the University website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. Students are assigned a personal tutor during their first year of study and where possible the tutor will progress with the student to the end of their final year. As a minimum students are invited to meet with their personal tutors three times per year to discuss their progress both personally and academically.

### Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)