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Date of validation event:	21 June 2018
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PRIFYSGOL gIyndŵr Wrecsam | Wrexham gIyndŵr UNIVERSITY

PART TWO PROGRAMME SPECIFICATION

FdA Learning Support

1   Awarding body

Glyndŵr University

2   Programme delivered by

Glyndŵr University

3   Location of delivery

It is expected that in the first instance that programme delivery will be based at the Plas Coch Campus with the option to pursue in future academic years the feasibility of delivering to an additional cohort at the St. Asaph campus (subject to enrolment of a sustainable student cohort).

4   Faculty

Faculty of Social and Life Sciences

5   Exit awards available

Level 4 Cert HE in Learning Support

6   Professional, Statutory or Regulatory Body (PSRB) accreditation

Working towards British Dyslexia Association (BDA) accreditation of level 4 Supporting Pupils with Specific Learning Difficulties/Dyslexia to be in place 2019.

7   Accreditation available

Upon successful completion of the module – Supporting Pupils with SpLD/Dyslexia students will be eligible to apply to the BDA for Accredited Learning Support Assistant

(ALSA) accreditation (subject to accreditation). This is an expanding area of accreditation which recognises successful candidates for their skills in supporting learners with dyslexic-type difficulties in the classroom under the supervision of the class teacher. As of November 2018, there are only six providers of ALSA accreditation listed by the BDA and Glyndŵr University is one of only three Higher Education providers in the UK to offer the accreditation as part of an undergraduate/foundation degree.

8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**

Upon successful completion of the module which is a core module within the programme students are automatically eligible to apply to the BDA for ALSA accreditation.

To successfully complete the module and be eligible for BDA accreditation candidates must display both an understanding of theoretical concepts including theories of causation, informal assessment and effective teaching and support methods and competence in delivering practical tailored dyslexia friendly support through the observation on one hour of practice and completed support logs evidencing the provision of 20 hours of support.

9	JACS3 **code HECOS Codes**

X300   100462

10	UCAS **code**

FDLS

11	**Relevant QAA subject benchmark statement/s**

http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf

12	**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.

HLTA Standards (please see appendix one: Match between modules and HLTA Standards)

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

13	**Mode of study**

Full & part time

14	**Normal length of study**

Two years full time over an extended academic year (120 credits per year)

Three years part time over an extended academic year (80 credits per year)

15	**Maximum length of study**

Two years full time

Three years part time

16	**Language of study**

English

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202020 17.pdf

The academic requirements for the course are a Level 3 qualification in a related subject or 48 UCAS tariff points at GCE A-level or equivalent - this includes relevant Access to Higher Education courses, City and Guilds for example: Supporting Teaching and Learning in Schools (5329) level 3, Learning Support (6259) level 3 or Essential Skills Practitioners (8375) level 3 and 5 GCSE passes at grade C or above (grade 4 or above) including Mathematics, English/Welsh first language.

As a condition of entry prospective students are required to provide evidence of paid employment within, or a voluntary commitment to, an educational or specialist setting, appropriate to the programme of study, for a minimum of 100 hours per year to allow for work-based learning activities to be conducted throughout the duration of the course. For those applicants not currently in employment or existing voluntary position at the commencement of the programme there would be support provided

to find a suitable placement from the Placement Learning Unit (PLU) who have a wealth of experience in the co-ordination, management and quality assurance of placements. It is suggested in particular that the Placement Learning Unit would work with employers who have released members of staff to attend the programme with the view of offering a voluntary placement in the first instance to support the setting to manage gaps in their staffing due to attendance at taught sessions of the foundation degree.

For potential students who do not meet the standard entry qualifications, it may be possible to study this course based upon relevant work experience and ability to demonstrate evidence of the necessary knowledge and skills in other ways such as successful completion of an NVQ level 3 and Key Skills qualifications. All candidates including those who meet the standard entry requirements and those who do not meet the standard entry requirements will be invited to interview.

The University's entry requirements are set out at
http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) 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 http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

DBS Requirements

All students will need to have a satisfactory enhanced DBS clearance prior to the commencement of the programme in order to start to confirm their suitability to work with children, young people and vulnerable adults. All students requiring a Glyndŵr University DBS check will have this paid for by Glyndŵr University upon acceptance of offer to the course.

Non-standard entry criteria and programme specific requirements

It is recognised that many practitioners in a learning support role may not hold the standard entry criteria qualifications. All applicants who do not meet the above academic entry criteria but are able to demonstrate equivalent qualifications or experience (for example a minimum of three years of practice in an educational setting) would be considered on an individual basis and invited for an interview to discuss the programme.

18 Recognition 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:

Potentially applicants may be able to apply to RPL/RPEL level 4 for example through successful level 4 HLTA accreditation or completion of a City and Guilds diploma including for example:

A Level 5 Diploma in Leadership for Children's Care, Learning and Development Advance Practice or level 5 Diploma in Children and Young People's Workforce.

Programme specific restrictions

Guidance – please detail any programme specific RPL/RPEL restrictions

Those applicants who apply to RPL/RPEL for level 4 would be required to complete 'The Confident Learner' module in addition to the RPL/RPEL evidence prior to entry to the programme at level 5.

19 Aims of the programme

This foundation degree programme, which combines taught modules and work-based learning in wider educational settings and through a broad range of approaches to learning and teaching will consider for example the cultural, historical, sociological and philosophical stances impacting upon and influencing education to develop contemporary knowledge and skills required within the educational workplace. The programme will provide participants with the common core of knowledge, understanding, skills, values, beliefs and attitudes required for those working to support those children and young people identified as requiring targeted support in

schools and to offer generalised learning support within education settings. It will equip participants with an integrated approach to the theory and practice of education. These mirror and extend those professional skills, attributes and competencies as outlined within the Higher Level Teaching Assistant (HLTA) Standards for example:

Professional Attributes: (for example, having high expectations of children and young people with a commitment to helping them fulfil their potential; ability to establish fair, respectful, trusting, supportive and constructive relationships with children and young people and to communicate effectively and sensitively with children, young people, colleagues, parents and carers).

Professional Knowledge and Understanding: (for example to understand the key factors that affect children and young people's learning and progress; knowledge of how to contribute to effective personalised provision by taking account of diversity and have understanding of their area(s) of expertise to support the development, learning and progress of children and young people).

Planning and Expectations: (for example to use their area(s) of expertise to contribute to the planning and preparation of learning activities and to plan their role in learning activities; to devise clearly structured activities that interest and motivate learners and advance their learning and to plan to support the inclusion of the children and young people across a range of learning activities).

Monitoring and Assessment: (for example to monitor learners' responses to activities and modify the teaching/support approach accordingly; to support the evaluation of learners' progress using a range of assessment techniques and to contribute to maintaining and analysing records of learners' progress).

Teaching and Learning Activities: (for example to use effective strategies to promote positive behaviour and, to recognise and respond appropriately to situations that challenge equality of opportunity).

The programme will offer training and career progression opportunities to applicants seeking to enter the teaching/learning support profession and to applicants who are already employed in an educational setting in a teaching support or learning support assistant role whilst offering options for additional career opportunities that involve working with and supporting children and young people. Glyndŵr University students are provided with opportunities to develop as expert, enterprising, professional,

independent lifelong learners. FdA Learning Support graduates will be critically informed of, engage with and reflect upon contemporary issues relating to education and will have key transferable skills, preparing them for employment in a diverse range of settings including:

- (i) Written, oral and media communication skills;
- (ii) Leadership, team working and networking skills;
- (iii) Opportunity, creativity and problem-solving skills;
- (iv) Information technology skills and digital literacy;
- (v) Information management skills;
- (vi) Research skills;
- (vii) Intercultural and sustainability skills;
- (viii) Career management skills;
- (ix) Learning to learn (managing personal and professional development, self-management)
- (x) Numeracy.

The programme facilitates a study of the nature of knowledge, understanding and critical engagement with a variety of theoretical perspectives relating to education and learning support. It considers educational policies in a Wales, England and international context, processes and perspectives, and the cultural, societal, political, historical and economic contexts within which they are embedded. The programme aims to provide learners with opportunities to broaden their knowledge, further develop their professional competency and successfully promote innovative and effective policies and practices within the education workforce.

Many teaching/learning support assistants may be employed to support specific learners identified as requiring support having been identified as displaying ALN/SEN and a number of modules within the programme offer the opportunity to 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 such identified.

This programme aims to:

- develop learners' knowledge and understanding of the role of learning support in differing contexts and a wide variety of educational settings including mainstream schools, special schools, alternative provision settings for example pupil referral units and post 16 providers;

- provide opportunities to apply academic theory to their work-based practice to develop understanding of diverse educational contexts and perspectives;

- promote the attainment of appropriate skills, understanding, values, beliefs, attitudes and knowledge required to gain appropriate professional status within their educational setting;

- provide learners with the skills required to communicate and engage effectively with children and young people; whilst promoting understanding of the needs of the individual child or young person within the educational setting to effectively support their educational development in addition to heeding safeguarding and promoting their welfare;

- enable learners to develop their knowledge, understanding and skills in relation to the preparation, planning, delivery, support and evaluation of a broad, balanced and relevant curriculum that meets the needs of all learners;

- develop knowledge and understanding of a multi-agency approach to the care, support and education of children, young people and their families;

- encourage students to critically analyse, debate and evaluate theory, philosophy, policies and political, social and economic ideologies that impact upon education;

- provide opportunities to engage with and reflect upon their own personal and professional learning through further study and to enhance their professional practice;

- provide opportunities to engage with research within the context of their work-based setting, affording them the opportunity to deploy methods of enquiry and analysis;

- enable students to apply the principles of evidence informed and ethical practice;

- equip students with transferable skills for further study and employability skills for career progression including communication, ICT, collaborative working, problem solving and evaluation, to enhance practice across a diverse range of settings and develop professional skills and competencies;

- empower students to take ownership of their personal, professional and academic progression through engagement with and critical reflection upon their own personal and professional learning and experience and, develop the ability to manage their own learning, challenge themselves and exercise initiative and personal responsibility.

20 Distinctive features of the programme

The programme will provide a coherent and responsive educational experience which will equip participants with the graduate knowledge and professional skills to work in a range of educational settings. The curriculum demonstrates the interrelationship between academic theory and practical application through work-based and experiential learning. The programme is designed for those who are currently employed within a public, private or voluntary educational establishment where the development of knowledge and skills attained in learning can be directly implemented within the work situation to support children and young people to achieve their full potential or who wish to be.

The programme offers students the opportunity to:
- develop an understanding of the expectations of their role;
- benefit from supported professional development and training that will enable them to undertake their professional role more effectively;
- be offered an opportunity for career development and progression;
- gain from the vocational focus of the programme and the increased relevancy of programme content, allowing relationships between theory and practice to be understood and applied.

In particular, for students the programme will offer:
- the opportunity to gain credit for their practical work-based learning;
- the opportunity to complete a higher education qualification whilst continuing in work; develop their study and ICT skills;
- the opportunity to broaden their understanding of their role supporting learners within an education setting;
- an increased understanding of the learners' development in school settings and within a multi-agency educational system;

- the option to access a variety of routes into a career in education and progression to additional higher education opportunities

- increased understanding, skills and knowledge in supporting learners with individual needs; to promote a positive climate for improved achievement and developing learner independence;

- application of theory into practice;

- professional recognition and professional development opportunity within Special Educational Needs in impacting effectively upon the progress and attainment of learners with individual differences within the core area of literacy and those learners who display Specific Learning Differences/Dyslexic-type tendencies including eligibility to apply to the British Dyslexia Association (BDA) for ALSA accreditation and professional recognition in supporting learners with dyslexia under the supervision of the classroom teacher.

- study progression opportunity from an exit award of a level 4 Certificate in HE through to foundation degree and future study towards a BA (Hons) degree (level 6 top-up);

- the part time nature of the delivery over an extended academic year mirroring that of schools from September to July allows students to remain in employment whilst studying and is linked to the 'widening access to participation' nature of the University whilst the full-time version offers students not currently in employment the opportunity to study and enter the profession.

This programme supports the drive towards the strategic employment of Teaching/Learning Support Assistants within schools. It recognises the changing landscape of Teaching Assistants in schools with specific, effective deployment of teaching assistants, as essential in supporting children with individual learning needs, increasingly recognised by and included within the school strategic planning process. Ofsted and Estyn good practice indicators cite employing teaching assistants with specialisms as crucial to offering personalised support for pupils who need additional help and improving long term pupil outcomes. It has been identified by unions for example UNISON, that teaching assistants perform a vital role in schools in Wales but they need training and ongoing support to be able to do it. 'Too many teaching assistants are thrown in the deep end without proper professional development or workplace support' (UNISON, 2016).

The majority of teaching assistants are female; suffer low pay, a lack of career progression opportunities and institutional discrimination that belittles their role (UNISON, 2016). Part-time, casual and term time working, dominate and there is a recognised need for professional development and career progression opportunities that recognises the contribution of and extends the skill set of this group of workers within the education sector. Teaching Assistants as noted by unions including UNISON (2016) are often marginalised, under-appreciated members of the education workforce who suffer from a lack of CPD and career progression opportunities and are often key staff members promoting the inclusion of pupils with a range of ALN/SEN.

Traditionally there have been few entry requirements to the profession linked to academic qualifications rather personality and desire and ability to work with and support learners were viewed as of greater importance yet there is evidence to suggest that there are a growing number of degree educated entrants to the profession. The programme has been designed to offer both a full and part time route; The full-time route is to be offered to applicants not currently in paid employment in a learning support role but who wish to enter the profession and the part time route taking place over an extended academic year would be aimed at those in paid or voluntary employment in a learning support type role.

It is intended that links be made with schools from which part time students attend with the aim of fostering a placement opportunity for students on the full-time route through 'back filling' and offering support whilst school employees may be attending university sessions. It is expected that students will complete a minimum of 100 hours of paid/voluntary employment in a relevant setting during each year of study in an education setting.

Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. Effective deployment of teaching assistants is crucial in making a difference to pupil achievement. The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement (DFE, 2015) and, the programmes aims to produce graduates and practitioners who are critically informed about a range of contemporary issues relating to education and to individuals who may require targeted

support within their educational setting and be able to put this knowledge into practice. Students will develop a range of transferable skills, to prepare them for employment or promote career progression in a range of settings within the education sector for example those who wish to:

- seek employment as a Teaching Assistant/Learning Support Assistant in a mainstream school setting, or within a resource provision unit (RPU), special school or pupil referral unit (PRU) working with learners within either primary, secondary or post-compulsory sectors or within local authority support services;
- improve their skills and follow career progression opportunities who are already employed as a Teaching Assistant/Learning Support Assistant in a mainstream school setting, or within a resource provision unit (RPU), special school or pupil referral unit (PRU) working with learners within either primary, secondary or post-compulsory sectors or within local authority support services.

The programme will also allow for further progression opportunity for example:

- entry to a BA (Hons) level 6 top-up programme

and subsequent progression to future:

- Qualified Teacher Status (QTS) through study of a Primary Postgraduate Certificate in Education (PGCE);
- a Post-compulsory Education and Training qualification;
- further post-graduate study for example MA (Education).

21 Programme structure narrative

All students must be actively engaged in a learning support role in an appropriate setting as a significant amount of directed learning will take place in the work-place. The minimum requirement for workplace / work placement is 100 hours per annum. This is a compulsory element and entry to the programmes is dependent on satisfactory evidence of this. Should any prospective student require support in

securing a suitable placement they will be offered the support of the Placement Officer/Partnership office. A suitable placement must be secured prior to entry onto the programme. Directed learning will be specified in the taught modules. Individual module specifications indicate how teaching and learning are to be delivered.

This proposed programme sits within the context of a suite of undergraduate education programmes which potentially share elements of common module delivery. This programme includes the Foundation Degree in Learning Support with a Certificate of HE exit award possible upon successful completion of 120 credits of level 4 study. It is anticipated that successful completion of the foundation degree would offer a clear progression route to a BA (Hons) Education Studies (level 6 top-up) programme.

- It is expected that the programme be offered through both a two-year full-time and three year (extended academic year to mirror the employment situation of students) part-time route;
- Full time students will be required to successfully complete 120 credits per year. Part time students will be expected to successfully complete 80 credits per year. All modules carry 20 credit points apart from a 40 credit work based learning module at both level 4 and level 5;
- Academic study and ICT skills are embedded at all levels;

One entry point will be available annually (September) and study will continue through the university academic year (Semesters 1 and 2). The programme has been designed to allow students the opportunity to exit with an award if they do not wish to continue to study the full programme:

- Certificate of Higher Education in Learning Support – following successful completion of 120 credits at Level 4 or above.

At Level 4 modules are designed to develop foundation-level skills and concepts and learner confidence in managing degree-level study and progression to level 5. 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 modules will also offer the opportunity to begin to apply theory to work-based practice and reflect upon their own skills, ideas and perspectives.

At Level 5 modules are designed to provide opportunities for consolidation and breadth of learning through affording opportunities for deeper insights into key themes associated with education within its wider context, policies, practices and pedagogy. Work-based learning affords the learner the opportunity to make wider links with practice within their role, whilst examining how practitioners can impact upon the provision both they and their setting offer.

The programme has been designed to integrate taught activities with the considerable learning that takes place in the work place. Assessment tasks are designed to develop and build upon a wide range of both personal and professional skills, whilst reinforcing links between theory and practical application. The assessment methods reflect the changing role of learning support, ongoing academic achievement, as well as embracing the need for evaluation and reflection throughout. Assessment criteria are informed by those developed by the University's Learning, Teaching and Assessment Committee, published in 'The Assessment Guidance Handbook'.

Students will be required to attend one afternoon and one twilight session per week over an extended academic year between September and June at the University to facilitate delivery of the taught sessions organised in to two three-hour sessions per week, taking place over 12 weeks per term.

Full time students will study towards 120 credits per academic year (level 4 in year one and level 5 in year two). Part time students will study towards 80 credits per academic year (level 4 in year one, level 4 and 5 in year two and level 5 in year three).

In accordance with University expectations, the skills and knowledge students gain through undertaking the programme must be applicable not only to the situations experienced whilst completing their studies but also extend to any future work opportunities they may be offered. The programme aims to acknowledge students' past and current employment experiences and offer an opportunity to enhance those experiences in the light of new learning. The opportunity to learn from peers as a cohort is also significant in relation to co-operative and collaborative practice. Embedding theory into practice, which supports the gaining of new knowledge and skills to underpin existing experience is a key factor for learners and employers.

In accordance with the work-based nature of foundation degrees, the practical experience learners engage in is an essential element of the teaching and learning strategy / assessment process. As a condition of entry learners are required to provide evidence of paid employment within, or a voluntary commitment to, an educational or specialist setting, appropriate to the programme of study, for a minimum of 100 hours per year. Guided independent study tasks will be set within modules which will draw upon this work-based element and forms part of the allocation for guided independent study within the specified module hours.

The academic tutorial process, embedded within the programmes, enable 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. It is proposed that through the academic tutorial process that students will be supported to formulate a CV, portfolio of evidence highlighting examples of work produced and key achievements to be presented to prospective employers in the form of a professional development portfolio (PDP) and receive support in preparing for employment and further academic study applications and interviews.

Proposed progression route

	Proposed entry to FdA	
Exit: Cert HE	Successful completion of level 4	120 credits
	Successful completion of level 5	240 credits
Exit: FdA	Award of FdA	
	Progression to BA (Hons) Education Studies top-up	
	Successful completion of level 6	360 credits

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│  │  Exit: BA    │  ◀━━━                          ━━━▶            │
│  │  (Hons)      │                                                 │
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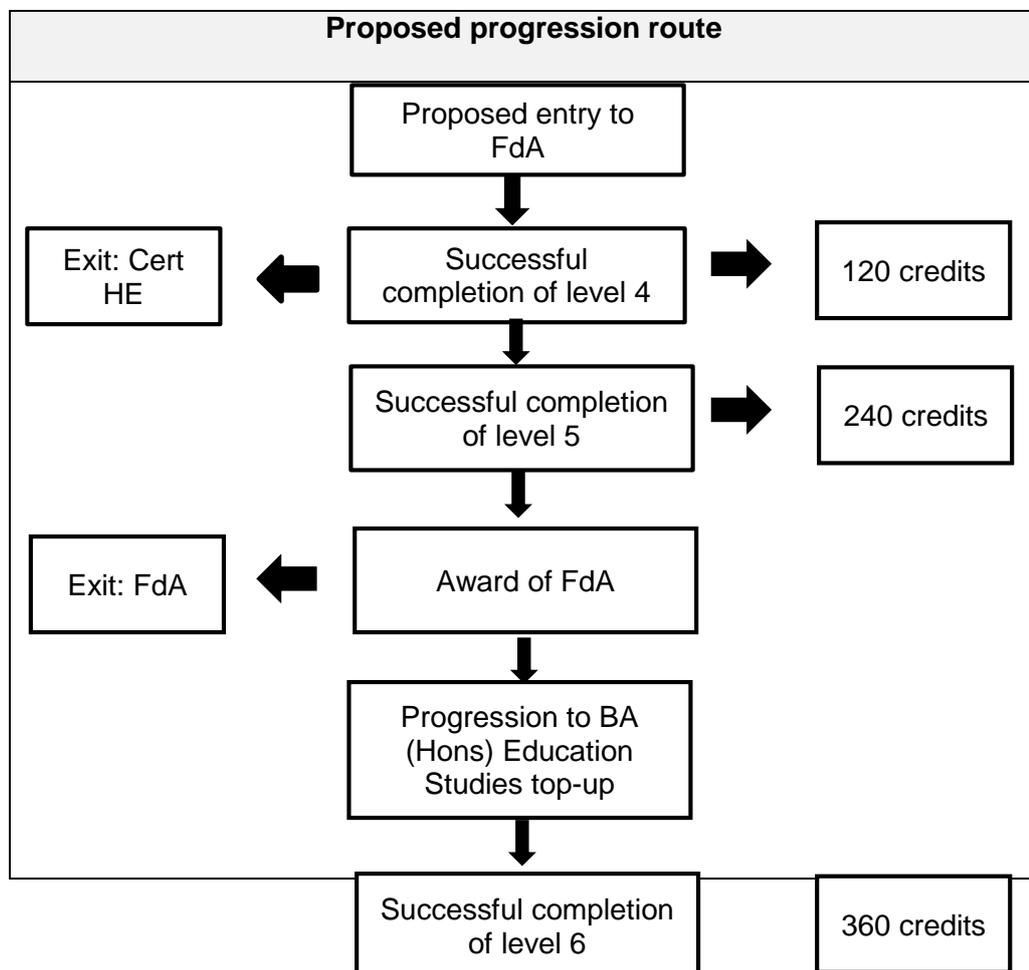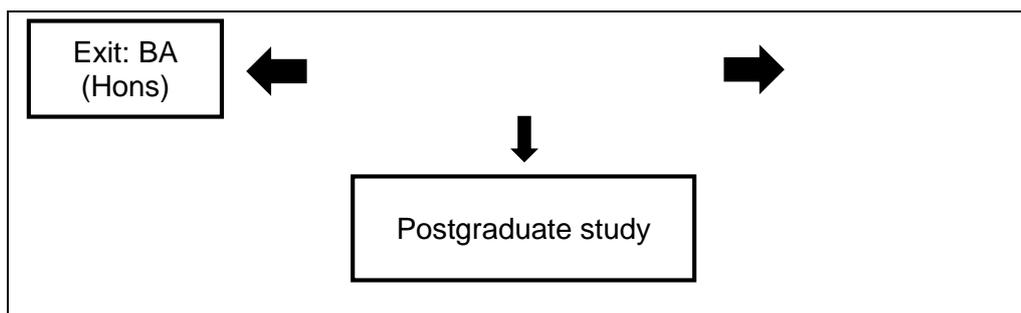
22 Programme structure diagram

Module list

Level 4		
Module	**Core/Option**	**Credits**
The Confident Learner	Core	20
An Introduction to ALN/SEN	Core	20
Supporting Pupils with SpLD/Dyslexia	Core	20
Managing Learner Behaviour	Core	20
Work Based Learning (1)	Core	40
Level 5		
Module	**Core/Option**	**Credits**
Research Methods	Core	20
The Effective Learning Environment	Core	20
Supporting Teaching and Learning	Core	20
Inclusion, Equality and Diversity	Core	20
Work Based Learning (2)	Core	40

Proposed full time route delivered over an extended academic year

Year one – level 4 (120 credits)

<table>
<tr><td colspan="7">Level 4</td></tr>
<tr>
<td rowspan="4">Term 1</td>
<td>Mod title</td><td>The Confident Learner</td>
<td>Mod title</td><td>An Introduction to ALN/SEN</td>
<td>Mod title</td><td></td>
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<tr>
<td>Mod code/ 'New' Module</td><td>EDS405</td>
<td>Mod code/ 'New' Module</td><td>EDS408</td>
<td>Mod code/ 'New' Module</td><td></td>
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<tr>
<td>Credit value</td><td>20 credit</td>
<td>Credit value</td><td>20 credit</td>
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<td>Core/Option</td><td>Core</td>
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	Mod leader	Sue Horder	Mod leader	David Thomas	Mod leader	

Term 2	Mod title	Supporting Pupils with SpLD/Dyslexia	Mod title	Work Based Learning (1)	Mod title	
	Mod code/ 'New' Module	EDS414	Mod code/ 'New' Module	EDS415	Mod code/ 'New' Module	
	Credit value	20 credit	Credit value	40 credit	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	David Thomas	Mod leader	Sue Horder	Mod leader	

Term 3	Mod title	Managing Learner Behaviour	Mod title	Work Based Learning (1)	Mod title	
	Mod code/ 'New' Module	EDS413	Mod code/ 'New' Module	EDS415	Mod code/ 'New' Module	
	Credit value	20 credit	Credit value	40 credit	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	David Thomas	Mod leader	Sue Horder	Mod leader	

Year two – level 5 (120 credits)

Level 5						
Term 1	Mod title	Research Methods	Mod title	The Effective Learning Environment	Mod title	
	Mod code/ 'New' Module	EDS511	Mod code/ 'New' Module	EDS513	Mod code/ 'New' Module	
	Credit value	20 credit	Credit value	20 credit	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	Sue Horder	Mod leader	David Thomas	Mod leader	

Term 2	Mod title	Supporting Teaching and Learning	Mod title	Work Based Learning (2)	Mod title	
	Mod code/	EDS512	Mod code/ 'New' Module	EDS514	Mod code/ 'New' Module	

	'New' Module			40 credit		
	Credit value	20 credit	Credit value	40 credit	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	David Thomas	Mod leader	Sue Horder	Mod leader	

Term 3	Mod title	Inclusion, Equality and Diversity	Mod title	Work Based Learning (2)	Mod title	
	Mod code/ 'New' Module	EDS510	Mod code/ 'New' Module	EDS514	Mod code/ 'New' Module	
	Credit value	20 credit	Credit value	40 credit	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	David Thomas	Mod leader	Sue Horder	Mod leader	

Proposed part time route delivered over an extended academic year

Year one – level 4 (80 credits)

Level 4						
Term 1	Mod title	The Confident Learner	Mod title		Mod title	
	Mod code/ 'New' Module	EDS405	Mod code/ 'New' Module		Mod code/ 'New' Module	
	Credit value	20 credit	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	Sue Horder	Mod leader		Mod leader	

Term 2	Mod title	Supporting Pupils with SpLD/Dyslexia	Mod title	Work Based Learning (1)	Mod title	
	Mod code/ 'New' Module	EDS414	Mod code/ 'New' Module	EDS415	Mod code/ 'New' Module	
	Credit value	20 credit	Credit value	40 credit	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	David Thomas	Mod leader	Sue Horder	Mod leader	

Term 3	Mod title		Mod title	Work Based Learning (1)	Mod title	
	Mod code/		Mod code/	EDS415	Mod code/	

'New' Module		'New' Module		'New' Module		
Credit value		Credit value	40 credit	Credit value		
Core/Option		Core/Option	Core	Core/Option		
Mod leader		Mod leader	Sue Horder	Mod leader		

Year two – level 4 and 5 (80 credits – 40 level 4 and 40 level 5)

Level 4 and level 5							
Term 1	Mod title	An Introduction to ALN/SEN	Mod title	The Effective Learning Environment	Mod title		
	Mod code/ 'New' Module	EDS408	Mod code/ 'New' Module	EDS513	Mod code/ 'New' Module		
	Credit value	20 credit	Credit value	20 credit	Credit value		
	Core/Option	Core	Core/Option	Core	Core/Option		
	Mod leader	David Thomas	Mod leader	David Thomas	Mod leader		

Term 2	Mod title	Supporting Teaching and Learning	Mod title		Mod title		
	Mod code/ 'New' Module	EDS512	Mod code/ 'New' Module		Mod code/ 'New' Module		
	Credit value	20 credit	Credit value		Credit value		
	Core/Option	Core	Core/Option		Core/Option		
	Mod leader	David Thomas	Mod leader		Mod leader		

Term 3	Mod title	Managing Learner Behaviour	Mod title		Mod title		
	Mod code/	EDS413	Mod code/		Mod code/		

	'New' Module		'New' Module		'New' Module	
	Credit value	20 credit	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	David Thomas	Mod leader		Mod leader	

Year three – level 5 (80 credits)

Level 5						
	Mod title	Research Methods	Mod title		Mod title	
Term 1	Mod code/ 'New' Module	EDS511	Mod code/ 'New' Module		Mod code/ 'New' Module	
	Credit value	20 credit	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	TBC	Mod leader		Mod leader	

	Mod title		Mod title	Work Based Learning (2)	Mod title	
Term 2	Mod code/ 'New' Module		Mod code/ 'New' Module	EDS514	Mod code/ 'New' Module	
	Credit value		Credit value	40 credit	Credit value	
	Core/Option		Core/Option	Core	Core/Option	
	Mod leader		Mod leader	Sue Horder	Mod leader	

	Mod title	Inclusion, Equality and Diversity	Mod title	Work Based Learning (2)	Mod title	
Term 3	Mod code/ 'New' Module	EDS510	Mod code/ 'New' Module	EDS514	Mod code/ 'New' Module	
	Credit value	20 credit	Credit value	40 credit	Credit value	
	Core/Option	Core	Core/Option	Core	Core/Option	
	Mod leader	David Thomas	Mod leader	Sue Horder	Mod leader	

23 Intended learning outcomes of the programme

The intended learning outcomes of the FdA Learning Support programme at level 4 and level 5 are noted in the table below:

	Area **Knowledge and understanding**	Level 4 Cert HE	Level 5 FdA
A1	Academic study skills and professional practice in the educational work place.	On completion of level 4, students will be able to demonstrate a knowledge and understanding of skills relevant for academic study and professional practice in the educational work place.	On completion of level 5, students will be able to apply a knowledge and critical understanding of skills relevant for academic study and develop specialist professional practice in the educational work place.
A2	Factors that exert influence upon the education of learners.	On completion of level 4, students will be able to demonstrate a knowledge and understanding of the range and impact of diverse factors that exert influence upon the education of learners.	On completion of level 5, students will be able to evaluate and reflect upon the range and impact of diverse factors that exert influence upon the education of learners.
A3	Teaching and learning support strategies.	On completion of level 4, students will be able to demonstrate a knowledge and understanding of teaching and learning support strategies as they relate to their own and wider educational settings.	On completion of level 5, students will be able to evaluate, reflect upon and implement a range of teaching and learning support strategies as they relate to their own and wider educational settings.
A4	Promoting equality of opportunity for all learners.	On completion of level 4, students will be able to demonstrate a knowledge and understanding of the importance of promoting equality of opportunity for all learners.	On completion of level 5, students will be able to reflect upon their professional practice and values in terms of promoting equality of opportunity for all learners.
A5	Ethical issues and personal perspectives.	On completion of level 4, students will be able to demonstrate a knowledge and understanding of the ethical issues and personal perspectives relating to their subject area.	On completion of level 5, students will be able to demonstrate a detailed knowledge and understanding of the ethical issues and development of their personal perspectives relating to their subject area.
A6	Key barriers to learning and participation for	On completion of level 4, students will be able to demonstrate a knowledge and understanding of the	On completion of level 5, students will be able to demonstrate a knowledge and critical understanding of the key barriers to learning and participation for learners with a

	Area **Knowledge and understanding**	Level 4 Cert HE	Level 5 FdA
	learners with a range of ALN/SEN.	key barriers to learning and participation for learners with a range of ALN/SEN.	range of ALN/SEN and identify and evaluate the impact of barriers within their workplace setting.
A7	Philosophical, historical, social and cultural perspectives	On completion of level 4, students will be able to demonstrate a knowledge and understanding of the philosophical, historical, social and cultural perspectives influencing education and begin to link these perspectives to their professional practice.	On completion of level 5, students will be able to demonstrate a detailed knowledge and critical understanding of the philosophical, historical, social and cultural perspectives influencing education and begin to reflect upon these perspectives linked to their personal professional practice and workplace setting.

	Area **Intellectual skills**	Level 4 Cert HE	Level 5 FdA
B1	Manage own learning and progression appropriate to work based role.	On completion of level 4, students will be able to plan, manage and reflect on their own learning and progression appropriate to work based role.	On completion of level 5, students will be able to plan, manage and critically reflect on their own learning and career progression appropriate to work based role and further develop competencies to allow for successful progression for further higher level study.
B2	Monitor academic learning.	On completion of level 4, students will be able to monitor and evaluate their progress in academic learning	On completion of level 5, students will be able to critically monitor and evaluate their progress in academic learning and reflect upon potential to progress to further higher level study.
B3	Develop and adopt/adapt appropriate strategies to support effective teaching and learning.	On completion of level 4, students will be able to compare practical and theoretical views regarding differing influences upon a learner's educational development and adopt/adapt appropriate strategies to support effective teaching and learning.	On completion of level 5, students will be able to critically compare practical and theoretical views regarding differing influences upon a learner's educational development and adopt/adapt appropriate strategies to support effective teaching and learning and reflect upon the effectiveness of strategies within their personal practice and workplace setting.
B4	Discussion and evaluation of different viewpoints.	On completion of level 4, students will be able to discuss and evaluate different viewpoints and construct arguments.	On completion of level 5, students will be able to debate, reflect upon and critically evaluate different viewpoints

	Area **Intellectual skills**	Level 4 Cert HE	Level 5 FdA
			including those of peers and colleagues and present coherent arguments.
B5	Presentation and justification for different viewpoints.	On completion of level 4, students will be able to present different viewpoints and perspectives.	On completion of level 5, students will be able to present, debate and justify different viewpoints and perspectives.

	Area	Level 4 Cert HE	Level 5 FdA
C1	Communication.	On completion of level 4, students will be able to communicate appropriately and effectively in different ways using a range of different media.	On completion of level 5, students will be able to engage with a range of effective communicative strategies and effectively deploy these in different ways using a range of different media and for different purposes.
C2	Relate theory to work-based practice.	On completion of level 4, students will be able to relate theory to practice so that work-based practice is underpinned by a sound theoretical basis.	On completion of level 5, students will be able to apply relevant theory and perspectives to practice so that work-based practice is enhanced and developed through a sound theoretical basis.
C3	Research methods.	On completion of level 4, students will be able to demonstrate an awareness of qualitative and quantitative research methods and to begin to apply this awareness to problem solving.	On completion of level 5, students will be able to demonstrate an awareness of qualitative and quantitative research methods and to begin to critically evaluate the appropriateness of a range of methods to aid problem solving and to develop small scale research projects.
C4	Reading and referencing.	On completion of level 4, students will be able to appropriately select and read relevant literature and begin to reference work appropriately following the Harvard referencing method.	On completion of level 5, students will be able to appropriately select and engage with a range of relevant literature to develop knowledge and understanding of principles and practice and, to consistently reference work appropriately following the Harvard referencing method.

	Area **Practical, professional and employability skills**	Level 4 Cert HE	Level 5 FdA

	Practical, professional and employability skills		
D1	Plan, present and deliver information.	On completion of level 4, students will be able to plan, present and deliver information appropriately for a wide range of audiences in written forms and oral presentations.	On completion of level 5, students will be able to plan in-depth, present and deliver information appropriately for a wide range of audiences in both an academic and workplace setting in written forms and oral presentations.
D2	Contemporary issues relating to education.	On completion of level 4, students will be able to demonstrate an awareness of contemporary issues relating to education in a range of contexts and settings.	On completion of level 5, students will be able to demonstrate an understanding of contemporary issues relating to education in a range of contexts and settings and their impact upon practice in the workplace setting.
D3	Develop professional skills and competencies.	On completion of level 4, students will be able to discuss and develop professional skills and competencies including ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships.	On completion of level 5, students will be able to develop, evaluate and reflect upon professional skills and competencies including ethics, communication, ICT, problem-solving, decision-making, teamwork and interpersonal relationships.
D4	Own learning, career progression and planning.	On completion of level 4, students will be able to begin to take responsibility for their own learning, time management and career progression and planning.	On completion of level 5, students will be able to demonstrate responsibility for their own learning, time management and career progression and planning and working to deadlines.

24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

For successful completion of exit award of **Level 4 Certificate in HE in Learning Support**, students will achieve the following level 4 learning outcomes:

For successful completion of final award of **Foundation Degree in Learning Support**, students will achieve the following level 4 and level 5 learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	The Confident Learner	Core	■	□	□	□	■	■	■	■	■	□	■	■	■	□	□	■	■	□	□	■
	Supporting Pupils with SpLD/Dyslexia	Core	■	■	■	■	■	■	□	■	■	■	■	□	■	■	□	■	■	■	■	■
	An Introduction to ALN/SEN	Core	■	■	■	■	□	■	■	■	■	■	□	□	■	■	□	■	■	■	■	□
	Managing Learner Behaviour	Core	■	■	■	■	■	■	■	■	■	■	■	□	■	■	□	□	□	□	□	□
	Work Based Learning (1) Professional Practice	Core	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■
Level 5	Research Methods	Core	■	□	□	□	□	□	□	■	■	□	■	□	■	□	■	■	■	□	■	■
	The Effective Learning Environment	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	□	□	■	■	■	■	■

Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
Supporting Teaching and Learning	Core	■	■	■	■	■	■	□	■	■	■	■	□	■	■	□	■	■	■	■	■
Inclusion, Equality and Diversity	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	□	□	■	■	■	■	■
Work Based Learning (2) Professional Practice	Core	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

25 Learning and teaching strategy

In accordance with contemporary educational research and best practice, the programme will be delivered through a broad range of learning and teaching strategies, which are reflective of the diversity of content and methodology that professionals in educational employment settings engage with and practise. Programme delivery and assessment is reflective of Glyndŵr University's Learning, Teaching and Assessment Strategy, Assessment for Learning: Guiding principles for good practice, Glyndŵr Graduate attributes and Key Skills for Employability. Delivery will in the main be delivered face to face allowing students to build a cohort identity and be actively involved in discussions. It is expected that face to face sessions will be delivered across one afternoon and one twilight evening session per week across an extended academic year from September to July (excluding school closure weeks).

The programme will adopt a learner-centred approach, which is reflective of 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 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 and link theory to their work-based role and setting. Students will be encouraged to develop their observational skills and to analyse their own practice and that of others. They will investigate those factors which are influential in the educational development of the child or young person as appropriate and the potential impact of these on the learning process.

Delivery will be interactive and encourage learner reflection and analysis of their own professional practice and that of others. Throughout the programme, students will be encouraged to reflect critically; to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own, informed conclusions. Students will evaluate the ways in which knowledge and understanding, developed through the different modules, may be linked to practice in their educational setting. They will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation. The learning and teaching experience, both theoretically and practically, will offer a range of opportunities to encourage personal

development for students including becoming an independent learner and to develop the skills associated with the reflective practitioner.

The programme aims to offer a coherent learning process and the relationship between how modules are interlinked and inform each other will be highlighted to learners. The theoretical perspectives explored in taught sessions will enable students to reflect upon, share and apply their work-based experiences and relate this to current thinking. Students will be encouraged to take responsibility for their own learning and will become actively engaged in a variety of teaching and learning processes.

The programme will commence with induction activities, which affords students the opportunities to get to know each other, the staff and the programme of study. Students will be provided with a programme handbook which provides detail on modules and assessment tasks and, will be provided with the opportunity to meet with staff and departments from across the University, who provide a wider range of support networks.

The programme team who have a wealth of experience across a wide range of educational settings and phases value and endeavour to draw upon students' past and current experiences to provide opportunities 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, group-based learning, individual and group tutorials, case studies, self-directed learning, problem-based learning and visiting speakers. These activities are heavily supported through the use of the Moodle VLE.

26 Work based/placement learning statement

Work-based learning is an integral component of Foundation Degrees. All participants will already be in employment either in a paid or voluntary capacity within an appropriate educational setting (at least 100 hours per annum). It provides students with the opportunity to develop their role(s) within the workplace and to learn and apply the skills and knowledge acquired during taught sessions to practice as members of the education workforce. The students' setting manager will have sanctioned their

employees' involvement in their programme and will have identified a work-based mentor who will support the participant whilst they study the programme. The workplace mentors will be offered training opportunities (for which they will receive a CPD certificate) and a guidance handbook which will enable them to carry out their role effectively It is expected that the mentor training will be delivered as an evening twilight session on campus after school in the middle of September prior to students starting their programme of study. Ongoing support for work-based mentors will be offered by the programme team throughout the student's engagement with the programme.

In addition to participants' minimum of 100 hours of paid/voluntary employment within a relevant role and setting, the level 4 module 'Supporting Pupils with SpLD/Dyslexia' requires access to a learner(s) for 25 hours. This will involve five hours to conduct a number of informal curriculum based assessments and observations to identify learner strengths, interests and areas of difficulty in relation to literacy (and numeracy) which will then inform the provision of 20 hours of appropriate tailored, individualised support to the learner.

Work-based mentors will not be involved in the formal assessment of modules but it is anticipated that the supportive nature of the role of critical friend will facilitate a better understanding for students of the relationship between theory and practice and of supporting reflective practice. Mentor feedback is an important element on the Supporting Pupils with SpLD/Dyslexia module to confirm evidence of dyslexia friendly practice to ensure eligibility to apply for BDA ALSA accreditation for example although this does not impact upon the marks awarded for the academic assessment. It is anticipated that the mentor's role may be taken up by a member of the management team or a senior colleague with appropriate managerial experience. The roles, training and induction of these colleagues who will support the student in their work-place will be explained in the Mentors' Handbook and in the Programme Handbook. Representatives from the body of workplace mentors will be invited to attend programme meetings and have an input and presence at student voice forums each semester in order to ensure that work-based issues are raised and dealt with appropriately.

For those applicants not currently in employment or existing voluntary position at the commencement of the programme there would be support provided to find a suitable

placement from the Placement Learning Unit (PLU) who have a wealth of experience in the co-ordination, management and quality assurance of placements. It is suggested in particular that the Placement Learning Unit would work with employers who have released members of staff to attend the programme with the view of offering a voluntary placement in the first instance to support the setting to manage gaps in their staffing due to attendance at taught sessions of the foundation degree.

It would be expected that any placement would be undertaken within a single setting unless significant issues arise, when alternative arrangements may be made. Where the student or placement staff raise a significant issue, a 'Cause for Concern' form will be completed and further progress is monitored closely by the mentor at the setting, the programme team and the Placement Learning Unit. Procedures, expectations, roles and responsibilities relating to any placement will be reviewed annually and included in a placement handbook which will be issued to students and placement providers (the 'Cause for Concern' form will be included in the placement handbook). Feedback on any placement experiences from both students and placement providers will be quality assured through the use of questions. The Placement Learning Unit will take in to account when negotiating a placement, students who have declared an additional need/requirement and/or disability and will liaise with the setting to make any reasonable adjustments as required.

27 Welsh medium provision

The programme will be delivered through the medium of English however students are entitled to submit their assessments if they so wish through the medium of Welsh. Some members of the programme team display a knowledge of the Welsh language and incidental Welsh will be encouraged as much as possible within module delivery and academic tutorials as applicable.

28 Assessment strategy

The assessment strategies for the programme have been informed by the 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 have been designed to include a variety of formal, informal, formative and summative techniques, designed to enable the learner to successfully achieve module learning outcomes, enhance learning both within and across modules and embrace and celebrate inclusivity and diversity of student competency and experiences. The assessments have been designed to allow learned theory to inform professional practice and offer the opportunity to synthesise information, perspectives and ideas from a wide range of sources.

The proposed methods of assessment across levels 4 and 5 include essays, case studies, portfolios, reflective reports, presentations, group assignments, observations and the design and production of resources to use with children and young people, parents/carers and practitioners. The wide range of assessments will afford participants the opportunity to showcase their skills, learning and knowledge through a variety of mediums and the opportunity to achieve their full potential.

Each module assessment task is integral to the development of the individual. All assessment tasks 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 the academic credit. Following discussion surrounding the experiences and preferences of current and previous students and to mirror the level 6 Education Studies top-up degree which has traditionally offered a progression route to successful foundation degree students assignments for each module will be submitted at a single assessment point with the aim of minimising the impact upon student family and employment commitments.

Learners are informed of assessment requirements through module handbooks and assessment workshops at the start of modules with ongoing support. 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 will use a generic feedback sheet and marking rubric to comment on the work presented, highlighting strengths and areas for development to allow feedback and

feedforward. This will be adapted by module tutors to reflect module learning outcomes, different tasks, methods of assessment and assessment criteria. Students will be required to submit their work electronically via Turnitin although the option to submit work in hard copy to SPC will remain where it would be difficult or inappropriate to submit these electronically. 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 and personal tutors.

Second marking and moderation offers the opportunity for tutors to confirm their interpretation of the criteria. External examiners will sample work from level 5 enabling scrutiny of 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 it is recognised that 'pressure points' can occur. By varying assessment tasks and using an assessment calendar submission dates are staggered. Students are to be provided with an assessment schedule at the beginning of each year.

A proposed assessment strategy including assessment tasks and weighting, assessment loading and indicative submission timetable are outlined below:

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date (week)	
			Full time	Part time
Level four – year one full time and year one and year two part time				
The Confident Learner	Coursework	2 x 500 words 50%	21	21
	Presentation	10 minutes (c1000 words) 50%	19	19
Supporting Pupils with SpLD/Dyslexia	Portfolio	4000 words (this includes evidence of informal	42	42

		assessment of and 20 hours of targeted support for a learner and one-hour observation of practice). 100%		
An Introduction to ALN/SEN	Essay	2000 words 100%	25	25
Managing Learner Behaviour	Case study Report	1000 words 50% 1000 words 50%	49	49
Work Based Learning (1) Professional Practice	Portfolio Presentation	1500 words 50% 10 mins (c1500 words) 50%	50 48	50 48
Level five – year two full time and year two and year three part time				
Research Methods	Project	3000 words 100%	25	25
The Effective Learning Environment	Group Presentation Reflective blog	20 minutes (c2000 words) 70% 1000 words 30%	19 21	19 21
Supporting Teaching and Learning	Oral assessment Academic Report	10 mins (c1000 words) 30% 2000 words 70%	42	42
Inclusion, Equality and Diversity	Case study Poster presentation	c2000 words 50% c1000 words 50%	49	49
Work Based Learning (2) Professional Practice	Case study Presentation	2000 words 50% 10 mins (c2000 words) 50%	48 50	48 50

29 Assessment regulations

University regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme. There is no request for derogations from regulations. All assessments lead to the gaining of academic credits.

Derogations

N/A

Non-credit bearing assessment

It is an expectation and condition of acceptance that students on the programme will be able to log and evidence a minimum of 100 hours of work-based practice per academic year and that this will be confirmed by a work-based mentor.

Borderline classifications (for undergraduate programmes only)

For foundation degrees the following rounded marks will be regarded as "borderline":

• 58% - Borderline Merit
• 68% - Borderline Distinction

In considering cases where the student's average score is borderline as defined above, the Assessment Board shall consider the following criteria to determine whether or not to raise the classification to the higher level than that indicated by the numerical average alone:

- At least 50% of the credits at level 5 (or above) fall within the higher classification.

- All level 5 modules must have been passed at the first attempt. (If failure has been compensated in respect of a Level 5 module, this module will not qualify as a pass at that first attempt and consequently, the borderline criteria will not be met).

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the above criteria are met. An exit qualification (a Certificate of Higher Education) may be awarded to candidates who have obtained a minimum of 120 credits at level 4 or above but find themselves unable (or are not permitted) subsequently to complete the foundation degree.

Restrictions for trailing modules (for taught masters programmes only)

N/A

30 Programme Management

The programme will be managed under the auspices of the Faculty of Social and Life Science, and operated in close collaboration with the Student & Programmes Centre Office of the university.

Programme leader

A designated Programme Leader for this programme will have responsibility for the administration, co-ordination, monitoring and review of the programme. This responsibility includes:

- The overall design, preparation, management, development and review of the curriculum and programme portfolio;
- Timetabling of the programme;
- Appointment of, liaison with and reporting to external examiners;
- Promoting partnerships with, liaison, communication, management and coordination between the Glyndŵr University team and any work-based placement settings;
- Liaison with external bodies and agencies;
- Identification and agreement of staff development needs of members of the team and provision of support to sustain and enhance the quality of provision;
- Student tracking and the management of student experience and feedback;
- Management/co-ordination of overall assessment activities across the programme;
- Collation of assessment data and its presentation at assessment boards;
- Quality assurance and annual monitoring procedures, in collaboration with the programme team, including compilation of the Annual Monitoring Report;
- Liaison with other Programme Leaders to ensure comparability of standards across programmes;
- Co-ordination of admissions including student induction, recruitment and marketing activities;
- Scheduling of and reporting on the Student Voice Forum;
- Scheduling and chairing programme team meetings.

- Responsibility for admissions, supported by the team and the Student Programmes Centre. All are engaged throughout the year in open day and open evening events, relevant publicity activities and interviewing applicants and advising students.

Module Leaders

At module level there is devolved responsibility (module leader) for the following:

- Tutorial support for students taking the module which they are responsible for;
- Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules;
- Advising on design and periodic development of the module(s);
- Compilation of module handbooks;
- A detailed scheme of work to include both the taught and self-study components of the module, to enable learning outcomes to be met according to the module specification(s);
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules;
- The maintenance and development of teaching and learning materials for all students enrolled on the module;
- Module delivery and assessment, including elements contributed by other agreed staff;
- Quality of their module;
- Briefings and criteria for the assessment of modules, according to the module specification(s);
- Quality monitoring and recording achievements and module reports based on student feedback and the statistical analysis of results;
- The setting, marking and collation of marks for all module assessments and including resit assessments, and submission of student results to the Programme Leader;
- Preparing and maintaining resources for the Moodle VLE;
- Maintaining records of lecture plans and evaluations;

- Contributing to programme team meetings and annual monitoring requirements;
- Liaison with the appropriate External Examiner(s).
- On-going academic support for the students on their module including tutorial support.

Link to Staff Profiles – programme team

Faculty Dean: Simon Stewart

Associate Dean: Sue Horder

Programme Lead: David Thomas

Module Tutor: Sue Horder

Module Tutor: Kelly Smith

Module Tutor: Julian Ayres

31 Quality Management

The programme complies 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 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 will be gathered from a range of stakeholders, including, students, staff and partners, through meetings, written and verbal feedback, student's evaluations of modules (SEMs) conducted mid-module and at the end of modules, Student Voice Forums (SVF) which take place in each semester, continuous staff/student dialogue and through the National Student Survey (NSS).

32 Research and scholarship activity

All staff within the Faculty of Life and Social Sciences are encouraged to keep their skills and knowledge up to date and be research active where possible. A number of programme team members either have or are currently undertaking research

degrees (EdD/PhD) and are involved in writing for publication, reviewing books and peer-reviewed journal papers. Some staff are members of professional bodies (e.g. Fellowship/Senior Fellowship of the HEA); some are external examiners; some have presented at local and national and events.

33 Learning support

Institutional level support for students

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

All students at Wrexham Glyndŵr 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. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability. The personal tutor will be a member of staff who teaches upon the FdA Learning Support programme.

It is proposed that through the academic tutorial process that students will be supported to formulate a CV, portfolio of evidence highlighting examples of work produced and key achievements to be presented to prospective employers in the form of a

professional development portfolio (PDP) and receive support in preparing for employment and further academic study applications and interviews.

Programme specific support for students

Many learners, regardless of their previous academic, practical and employment 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 learners will be assigned a personal tutor, to oversee their academic and personal progress. Students and their academic tutor will meet 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. It is envisaged that as part of the personal tutorial programme that students will be encouraged and supported to complete a professional development portfolio (PDP) which will include opportunities to create a CV, write a personal philosophy of education statement and practice interview skills and sample questions.

Moodle VLE 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 resource finder).

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

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.

34 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. This programme complies fully with the University's Equal Opportunities Policy (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.

[pdf](), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The programme team are fully committed to supporting equality and diversity. This can be seen through the integration of diversity and equality evident throughout the recruitment, selection and admission of students on to the programmes. Prospective students are given the opportunity to discuss individual needs during interview and with the Programme and Module Leaders once the studies have commenced. Reasonable adjustments will be made as far as possible and advice will be provided in line with individual requests, needs and national policy guidelines.

Additional support will be offered to participants with additional learning needs arising from a disability and/or individual learning differences. Where appropriate, specialist support is made available by staff within the Learning Support department. Study skills support will be provided by the programme team, together with specialists from the library and information centres when required. It will be the responsibility of the student to access these or other appropriate resources when advised to do so.