**PROGRAMME SPECIFICATION**

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|---|---|
| **Awarding body/institution** | Prifysgol Glyndŵr University |
| **Teaching institution** | Prifysgol Glyndŵr University |
| **Details of accreditation by a professional, statutory or regulatory body** | N/A |
| **Final award/s available** | Cert HE |
| **Award title** | Professional Welsh |
| **UCAS code** | |
| **Relevant QAA subject benchmark statement/s** | QAA Subject benchmark statement: Welsh 2008 |
| **Other external and internal reference points used to inform the programme outcomes** | N/A |
| **Mode/s of study** | Part Time : online via Moodle |
| **Language of study** | Welsh |
| **Date at which the programme specification was written or revised** | April 2012 |

| **Distinctive features of the programme** |
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| This programme is aimed at Welsh speakers who wish to improve their linguistic skills and allows learners to develop a foundation of key transferable skills to put to use in the workplace. The curriculum has been designed to provide a supportive and stimulating learning experience relevant to the educational, personal, cultural and career needs of a bilingual workplace and ensure that by the end of the programme the students have the transferable and key skills, knowledge and competence to enable them to work through the medium of Welsh in a variety of careers. The curriculum directly meets the needs of the local and national economy in providing a vocationally relevant Higher Education programme to meet the demand for workers who are proficient in Welsh. The proposed programme will be the only Cert HE in Welsh delivered on-line. |

The programme is distinctive in that it offers a flexible mode of provision being delivered entirely via the University VLE enabling new learning opportunities for students who will be able to access learning resources whenever they want and enable adult students from diverse social and educational backgrounds to participate in HE. The curriculum delivered via communication and information technologies facilitates collaborative learning activities, timely feedback on learning via formative computer-based assessment and also encourages personal development planning.

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

The programme is delivered part-time over a calendar rather than an academic year with 2 modules being delivered per section of the course. The intention is for the first two modules to go before the January award boards. The four remaining modules will be presented to the September board. There is no work-based learning or placements in the course. The on-line nature of the delivery means that students can access the learning material when they wish but the content has been divided into weeks on the vle site in order to 'guide' students through the course. Students are expected to pursue their studies through independent study and advice and guidance is given throughout the course.

*Programme Structure.*

| Module title | Module code | Delivered | Module Leader |
|---|---|---|---|
| Gloywi Iaith 1[1] | WEL401 | Sept-Jan | Julie Brake |
| Cyweiriau[2] | WEL402 | Sept-Jan | Julie Brake |
| Gloywi Iaith 2[3] | WEL406 | Jan-April | Julie Brake |
| Egwyddorion Cyfieithu[4] | WEL403 | Jan-April | Julie Brake |
| Sgiliau Golygu[5] | WEL404 | April-June | Julie Brake |
| Gweinyddu yn y Gymraeg[6] | WEL405 | April-June | Julie Brake |
| All modules are 20 credit core modules at level 4 leading to 120 credit Cert HE in Professional Welsh | | | |
| Level 4 | | | |
| Part-time delivery | | | |

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[1] English translation = Language Enhancement 1
[2] English translation = Linguistic Registers
[3] English translation = Language Enhancement 2
[4] English translation = The Principles of Translation
[5] English translation = Editing Skills
[6] English translation = Administration in Welsh

**Criteria for admission to the programme**

120 UCAS points at GCSE A level or equivalent. As this is a Welsh medium programme candidates must have adequate Welsh language skills to follow the course i.e. GCSE first language Welsh. All applicants will be considered on an individual basis and motivation and commitment will be considered alongside academic requirements. Candidates who do not satisfy the normal academic entry requirements may be admitted onto the course, after interview, at the discretion of the programme team and in general accordance with Glyndŵr University's academic regulations for undergraduate courses. All applicants without GCSE Welsh first language will be interviewed by University staff to assess whether applicants have the necessary initial linguistic knowledge to follow the course. The nature of the online delivery means that students must also have access to an internet-connected computer and possess sufficient computer literacy to access a course delivered via virtual learning environment.

**Aims of the programme**

This programme aims to:
- provide students with the necessary skills to secure employment in a bilingual or Welsh-speaking environment
- enable students to recognise the innate characteristics of the Welsh language, and to allow them to express themselves in them confidently, fluently and correctly
- provide a challenging, stimulating, collaborative and socially supportive, online study environment.
- enable students to understand and appreciate the expressive power of language.
- facilitate the development of a range of keys skills through opportunities provided in the study units with particular emphasis on self-evaluation and critical reflection.

**Intended learning outcomes of the programme**

*On completion, students will be able to:*

**Knowledge and Understanding**

A1.    Demonstrate knowledge of the form, attributes and structure of the Welsh language, including familiarity with the standards of contemporary literary Welsh

A2     Apply Welsh written linguistic registers appropriately in certain contexts.

A3     Utilise standard referencing sources relating to the Welsh language in both printed and electronic format

A4     Demonstrate a knowledge of techniques, conventions and strategies associated with translation, transliteration, editing and proofreading and be able to identify and apply these to different linguistic contexts

**Intellectual Skills**

B1     Apply appropriate linguistic registers to compose texts of different types, following appropriate structures and conventions, selecting and making critical use of  written and electronic sources

B2     Describe and analyse the language used in various situations using the appropriate technical language

B3     Identify and describe relevant translation theory and use this as a basis for improving and evaluating own practice

B4     Apply a knowledge of the form, attributes and structures of the Welsh language to edit personal work and the work of others

**Subject Skills**

C1     Recognise how language develops, works and changes, and how it is used in a variety of contexts and for a variety of purposes

C2      Respond to feedback in order to improve the effectiveness of written communication

C3.    Understand the dynamics of communication and communicate effectively and fluently in writing in Welsh using the appropriate register and style

C4.    Demonstrate the ability to edit work, and present a coherent portfolio

**Practical, professional and employability skills**

D1     Implement the techniques of academic self-study, to schedule tasks, taking responsibility for own actions, work independently, demonstrating initiative,

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| | | | self-organisation, motivation and time-management | | | | | | | | | | | | | | | |

D2.  Use information and communication technologies (ICT) as a means of communication, as an aid to learning and as an aid to collaborative learning

D3.  Employ advanced literacy in the Welsh language to create, edit and proof-read work intended for a variety of different audiences

D4.  Identify the translation needs of differing audiences and meet those needs using non discriminatory language, problem solving, presentation skills, written skills and reflective practice

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

| | *Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills* | | | | | | | | | | | | | | | | | |
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| | *Module Title* | *Core Option* | *A 1* | *A 2* | *A 3* | *A 4* | *B 1* | *B 2* | *B 3* | *B 4* | *C 1* | *C 2* | *C 3* | *C 4* | *D 1* | *D 2* | *D 3* | *D 4* |
| *Level 4* | *Gloywi Iaith 1* | *C* | * | | | | | | | | | | * | | * | * | | * |
| | *Eg'ion Cyfieithu* | *C* | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * |
| | *Gloywi Iaith 2* | *C* | * | | | | | | | | | | * | | * | * | | * |
| | *Sgiliau Golygu* | *C* | * | * | * | * | | * | * | * | * | * | | * | * | * | * | * |
| | *Cyweiriau* | *C* | * | * | * | | * | * | * | | * | * | * | * | * | * | * | |
| | *Gweinyddu yn y G* | *C* | * | * | | | * | * | | * | * | * | * | * | * | * | * | * |
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**Learning and teaching strategy used to enable outcomes to be achieved and demonstrated**

The programme learning outcomes are underpinned by a learning strategy which seeks to be student-centered in approach giving the students opportunities for self determination in terms of learning, and professional and personal development. The emphasis is on developing a learning community where students and staff learn together. All the modules encourage students to become involved in learning by discussing key issues, practising and applying concepts, analysis and interpretation of material and by sharing their work and ideas with others via Moodle e.g. by contributing to wikis, journals, glossaries and online discussions. At the beginning structured tasks will be set which will prompt students to engage with the site. Appropriate guidance will be given for the technological aspects of course with all students attending an induction day at Glyndŵr University which will include a

'hands-on' session on using Moodle.

The course is centered around a central hub called Y Porth which acts as a signpost for students. The Porth contains all the timetables, documentation, general resources and guidelines for the course including links to the different module pages. The module pages follow a weekly structure designed to enable students to manage the workload. The learning and teaching strategy provides opportunities for progressive acquisition of subject-specific knowledge, understanding of skills, as well as generic and transferable skills and endorses effective student learning, personal development planning and reflective practice. Key information is presented via web-page, after every web-page there is an opportunity for formative assessment via Moodle quizzes. The quizzes get progressively more complex and there are sufficient number of questions in the 'bank', particularly the language quizzes for students to re-take the quiz a number of times and receive different questions. Although there is direction and guidance, students will be expected to accept responsibility for their learning, so becoming self-directed and engaging in the process of life-long learning.

Examples of the range of learning and teaching ethos employed on the programme will include: lessons: to convey elements of subject context, core themes and to provide explanations for difficult concepts, whilst setting the scene for independent learning, Interactive quizzes will consolidate and allow students to apply knowledge and skills, forums, glossaries, blogs, wikis, and e-portfolio via Mahara for reflective accounts and personal and professional development.

This programme is to be delivered wholly via Moodle and a variety of teaching and learning methods will be employed. Core material is delivered using Moodle 'lessons', individual web pages and word documents. All the key material is also available on pdf format should student prefer to have a paper copy. Students are advised to download key material to their personal hard drive or onto another electronic storage devise as a back-up in case the Moodle site is 'down'.

The Moodle site is not merely a repository for course material, student participation is key to the programme and this is ensured by contributing to online discussions and forums, wikis and e-portfolios and engaging in tasks such as editing glossaries. The programme team will regularly monitor online contributions and encourage students who seem initially reluctant to participate. Communication and group skills are

developed in forums that rely on discussion and interaction. Appropriate use is made of task-based learning with students engaging by contributing to wikis e.g. to co-edit some work, writing blogs and posting to forums. In this way, students will work as a team to achieve a common goal; these tasks are not assessed but are seen as a good way to achieve collaborative working which will encourage a sense of 'ownership' of the course and a feeling of community.

Formative assessment is a key factor in ensuring student engagement and retention. More frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject. There are ample opportunities for formative assessment and use is made of the quizzes in Moodle to enable this. After learning a key piece of information, students are directed to a relevant quiz in order to check their understanding. The use of a bank of questions means that students receive a different set of questions every time they take the quiz. Feedback is provided continuously to students via the Moodle assessments. Automatic feedback has been included in the quizzes which is activated when students give a wrong answer. There is also automatic feedback at the end of a quiz. Programme team members can review students' history and also offer guidance based on the results. Written feedback for the assignments is also provided via Moodle. In accordance with University Guidance, feedback is provided on assessed practical work normally within three weeks of submission of the work.

The tutorial is seen as an integral part of the programme and will be an essential instrument to ensure that adequate opportunity is offered to all students to carry out action planning on an individual basis. It is envisaged that the tutorials will help to provide academic and pastoral support to student early in the course to help pre-empt problems. Tutorials will be conducted via Skype or over the phone at a mutually agreed time. It is also possible to students to come to the Wrexham campus if they wish; contact details of the programme team are available on Moodle. There will be a compulsory tutorial during the first month of the course, and thereafter at least one per  semester per module.

**Welsh Medium**
This programme is delivered 100% through the medium of Welsh

**Assessment strategy used to enable outcomes to be achieved and demonstrated**

Assessment is used within the programme to determine progression, provide a means of feedback to students on the strengths and limitations of their learning and assist them to improve their performance, to provide evidence that a student has engaged with the programme and to allow staff to measure the effectiveness of their learning and teaching strategy.

Careful consideration has been given to the purpose of each assessment in ensuring that it reflects the learning outcomes determined for each module. In general, knowledge and practical skills will be assessed summatively by means of written compilations, reports, pieces of creative writing, translation exercises, linguistic exercises, time-based exercises. The time-based exercises will be conducted via Moodle with the exercise being available for a specific time frame [e.g. three days] and for a limited time [2 hours]. Each module contains extensive exercises for formative assessment. There will be a mock timed exercise the week prior to the 'real' timed exercise and the provision for students to submit one 'draft' version of assignments to enable the opportunity for provides for formative assessment, reflection and re-submission.

The programme team will assess the assessment strategy at the end of each year of delivery in terms of range and type of assessments used to ensure that the appropriate methods are selected to measure student achievement.

**Assignment Schedule and indicative submission dates**

| Module | Timetable week | Ac Cal wk | Wk beg | Assignment Submission |
|--------|----------------|-----------|--------|-----------------------|
| Gloywi Iaith 1 | 17 | 25 | 14 Jan | Coursework |
| | 18 | 26 | 21 Jan | Time based exercise |
| Cyweiriau | 18 | 26 | 21 Jan | Coursework |
| Gloywi Iaith 2 | 32 | 40 | 29 Apr | Coursework |
| | 33 | 41 | 6 May | Time based exercise |
| Egwyddorion Cyfieithu | 33 | 41 | 6 May | Coursework |
| Gweinyddu yn y Gymraeg | 44 | 52 | 22 July | Coursework |
| Sgiliau Golygu | 45 | 1 | 29 July | Coursework |
| Sgiliau Golygu | 45 | 1 | 29 July | Time based exercise |

**Assessment regulations that apply to the programme**

Assessment is carried out in accordance with Glyndŵr University's Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

There are no derogations to the regulations

**Programme Management**

**Programme Team:**

Julie Brake [programme leader]
Andrew Parry

The programme leader is responsible for the day-to-day running of the programme including the following:

- the management and development of curriculum
- monitoring student participation
- correlation of assessment data, presentation of data at assessment boards
- management/co-ordination of overall assessment activities across the programme
- quality assurance and annual monitoring including compilation of the annual monitoring report
- co-ordination of admissions activities and other recruitment activities including relevant publicity activities

Module leaders have responsibility for the following:

- the maintenance and development of teaching and learning materials for all students enrolled on the module
- the setting and marking of all module assessment including re-sit assessments, and submission of student results to the programme leader
- tutorial support for students taking the module for which they are responsible
- quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules

The programme team have monthly meetings to discuss issues related to the course and act on feedback received.

**Internal Quality assurance mechanisms**

Efficient and effective quality assurance mechanisms including the AMR[7] process, second-marking, moderation etc are well-established at university level which ensures that there is an auditable and clear process for monitoring and review of all aspects of the programme's operation, which leads to the maintenance of academic and professional standards. The quality assurance process of the programme conforms to University requirements for academic quality assurance, monitoring and review. There are a range of systems in place to make certain that the range of learning, teaching and assessment methods are appropriate at each level of the programme, these systems range from peer review to moderation. The following procedures provide a framework and enhancement of quality and standards for the programme:

- annual monitoring serves as an aid to the subject area and enhance the quality of the programme by enabling reflection on issues arising during the delivery of the programme, enabling feedback from students, staff and external examiners to be discussed and considered and action taken on issues arising
- as well as being formally reviewed in the annual monitoring report, a response to the external examiner is formulated by the programme team and an action plan drawn up
- the use of formal Student Perception of the Module [delivered and completed online] forms part of the monitoring and review procedures

**Feedback**

Feedback from students plays a critical part in informing the programme team.  It allows the team to evaluate how service provision is viewed by students. Students provide feedback via online survey and at the end of a formative assessment task. This feedback is initially directed to the student's personal tutor followed by the programme leader if appropriate. The programme leader will be the personal tutor for all students initially. Any subsequent feedback, gained via SPOMS is acted upon

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[7] Annual Monitoring Report

using the official procedures. Student feedback will also be sought at the end of the programme and will be used to inform curriculum review. All feedback is responded to promptly and appropriately and students will be informed of the response to feedback through 'you said/we did' posted on the Moodle site.

**Research and Scholarship**

The programme team believe the students learn best in the research and scholarly activity-orientated environment taught by people working at the forefront of their disciplines. The team have experience in the Welsh language field and are actively engaged in Welsh medium activity. The programme leader represents the University on the Academic Board of Coleg Cymraeg Cenedlaethol and the other member of the team is on the editorial board of a Welsh Medium Online journal. The programme leader has published books on Welsh and regularly attends workshops and conferences organised by Cymdeithas Cyfieithwyr Cymru, the Association of Welsh translators and interpreters.

**Particular support for learning**

The programme team will provide appropriate information, literacy and learning support that ensures students gain the relevant skills required to engage fully with the vle environment. Detailed guidance will be provided for students on aspects of the programme such as programme structure and clarification of workload and requirements, including any specific resources needed both prior to admission and during induction. Students will receive a programme student handbook which contains details and guidance on all aspects of the programme and forms the student support and guidance programme. Students will be reminded to copy important documentation to their personal hard drives or other appropriate storage space. There is a link from the Porth to the Glyndŵr University student support area of Moodle.

Students on the programme will receive the following forms of student support and guidance

**Personal Tutor**

Every student is assigned a personal tutor. The personal tutor is the staff member students can contact in order to discuss any problems of a non-academic nature,

these may relate to special needs or personal problems that may affect the student academic performance. The role of the personal tutor is to help and guide student educational, personal and professional development. This will be linked to the professional/personal development process.

Academic problems are directed to student support services in the first instance.

**Student Support Services**

A student support network is available to all students and provides assistance on wide range of issues covering the basic areas: counselling, welfare, and disability (Student Handbook 2012)

Students complete an initial survey on independent learning which forms the basis of the personal development process and is an early indicator of the level of technical support a student might need

**The Professional/Personal Development Process**

There is provision for personal development planning on the course to enable students to reflect on their learning and record their continuing development. Students will follow some basic 'lessons' to identify their learning style, guidance will be given on how to complete a reflective log via Mahara. This activity is not assessed and is designed to help the student in their studies.

**Equality and Diversity**

Applicants are considered on an equal basis irrespective of disability, sex, sexual orientation, marital or parental status, religion, social class, nationality or ethnic origin.

Recognising the requirements of current regulations and legislation in relation to the (Disability) and Equality Act 2010 all information that is produced for students will use plain language that is free from bias. The programme team have ensured that all areas of the programme are accessible to students on the programme.

Students who present with a specific learning difference or physical disability will be referred to Student Services where they can be formally assessed and the appropriate support can be implemented in accordance with the University's Disability Policy.

Moodle has provision for learning difference with students being able to make adjustments to how the website is viewed – font size etc. The programme team have paid attention to accessibility issues when designing the sites and have ensured consistent navigation and structure, using clear topic headings, ensuring documents and links are labelled clearly and meaningfully, ensuring text is well-contrasted against the background, avoiding distracting background images and colour-dependent instructions and using colour to convey meaning. The types of quizzes chosen to not prejudice those with limited dexterity, e.g. drag and drop 'Hot Potatoes' questions have been avoided, there is no time-limit on any of the quizzes with the exception of 'time-constrained exercises'. Should students, following assessment by the University require extra time for time-constrained exercises, this will be provided. The use of 'one-word' links has been avoided to aid those with limited fine motor control. Any audio used will have a linked transcript. The content has been broken down into bite-sized chunks to aid people with dyslexia and sans serif fonts have been used in documents available for download.