

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different to above)	
Details of accreditation by a professional, statutory or regulatory body	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available	BA (Hons) Post-compulsory Education and Training Interim (Exit) Awards BA (Ord) Degree Post-compulsory Education and Training Diploma of Higher Education Post-compulsory Education and Training Glyndŵr University Certificate of Continuing Education (Introduction to the Role of Mentor) Glyndŵr University Certificate of Continuing Education (Counselling Skills for Teachers in the Post-compulsory Sector) Glyndŵr University Certificate of Continuing Education (Teaching the 14+ Learner in the Post-compulsory Sector) Glyndŵr University Certificate of Continuing Education (Mentoring in Practice) Glyndŵr University Certificate of Continuing Education (Classroom Observation)
Award title	BA (Hons) Post-compulsory Education and Training
JACS 2 code	X350
UCAS code	N/A
Relevant QAA subject benchmark statement/s	Education Studies
Other external and internal reference points used to inform the programme outcomes	

Mode/s of study	Part-time
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

The Programme is open to all teachers working in the post-compulsory sector who meet the entry requirement of a Certificate in Education which is equivalent to 120 credits at level 4. The qualification will normally have been awarded within the last five years. However, the currency of the Certificate in Education will be considered in the light of continued teaching in the sector since qualification in order not to disadvantage practitioners working in the sector wishing to engage in continued professional development. Alternative forms of professional development equivalent to 120 credits at level 4 will not be accepted. Participants with at least two years full-time or part-time experience (to be evaluated at interview) after Certificate in Education qualification can submit a portfolio for AP(E)L that demonstrates they meet the requirements of three of the modules and amounts to 60 credits at level 5 as detailed in the proposed outline above. Any requests for AP(E)L will be progressed with in line with University procedures. No other forms of exemption over and above 60 credits at level 5 will be considered to ensure the academic standards of the Programme are maintained.

Applications for the Programme will consist of an interview whereby entry criteria can be confirmed i.e. Certificate in Education equivalent to 120 credits at Level 4 and confirmation that the applicant is working as a teacher within the Post-compulsory Sector for a sufficient number of hours to successfully achieve the Programme learning requirements. Currency of the Certificate in Education along with relevant work experience within the sector will be considered at the interview. If students wish to seek exemption from the Level 5 modules, the AP(E)L process will commence at the point where the students accept a place onto the Programme.

Aims of the programme

The BA (Hons) Post-compulsory Education and Training Programme aims to:

- Integrate and contextualise theoretical and philosophical perspectives to participants' field of practice within the post-compulsory education and training sector.
- Develop participants' knowledge, understanding and engagement with post-compulsory education and training by enabling them to debate and critically analyse and evaluate educational theory, philosophy, policy and political ideologies.
- Support and encourage participants' increasing autonomy in the management of their own learning
- Foster a set of values and beliefs that is responsive to the demands of the post-compulsory education and training sector in order to establish ownership of their professional future in conjunction with the LLUK standards outlining a teacher's responsibility to reflect upon their practice.
- To enable participants to engage in a research project at Level 6 via an academic paper for publication within the context of participants' own role in the Post-compulsory sector.

Distinctive features of the programme

The Programme has been in existence for the last five years at Glyndŵr University and during its lifetime, it has sought to anticipate and reflect the changing requirements of the Lifelong Learning Sector and the continuing professional development (CPD) requirements of teachers in the sector. The overarching professional standards for teachers, tutors and trainers introduced by the sector skills council, Lifelong Learning UK (LLUK), have influenced the design of accredited awards for teachers within the sector, including the current Certificate in Education (PcET) and the Professional Graduate Certificate in Education (PcET) offered at the University. This qualification enables teachers with a Certificate in Education the opportunity to progress from level 4/5 to a Diploma of Higher Education or a first degree.

The programme offers a range of modules at level 5 and level 6 that can be undertaken as part of the BA (Hons) Post-compulsory Education and Training or as stand-alone CPD modules. Participants will also have the opportunity to exit with a BA (Ord) Post-compulsory Education and Training or a Diploma of Higher Education in Post-compulsory Education and Training.

The Programme offers a part-time flexible mode of study which includes Saturday and evening taught sessions in conjunction with directed study sessions delivered by virtual learning environment (VLE). The programme offers a variety of modules that meet the CPD needs of teachers, tutors and trainers in the Lifelong Learning sector.

The BA (Hons) Post-compulsory Education and Training Programme has been developed to encourage teachers in the sector to engage in learning at an appropriate level, while providing opportunities to progress to postgraduate study such as the MA Education. It will appeal to existing and new markets across the sector and geographic area.

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

The programme has been designed to be delivered flexibly in line with the specific needs and requirements of teachers in the post-compulsory sector. As this is a professional development programme, all participants are studying part-time whilst working. Therefore modules are offered outside of teachers' normal working hours and are normally taught on a number of Saturdays and evenings throughout the calendar year.

Participants on the programme are encouraged to discuss and share information via the VLE through discussion boards and chat rooms. Given that participants are often working full-time as teachers in the sector the flexible delivery methods and the group sessions available suit individual learning needs whilst offering a HE experience through the exploration of theoretical models and principles and the critical discourse encountered both in a traditional classroom environment and on-line via the VLE.

The programme is designed in a format by which teachers can complete between 60 and 80 credits per academic year, which is the equivalent of three or four modules. It is anticipated that the minimum time to complete the programme will be three years and the maximum length of time taken to complete a BA (Hons) Post-compulsory Education and Training will be five years. Details of the modules are contained in the module specifications.

BA (Hons) Post-compulsory Education and Training	
Year 1	
Semester 1	
Inclusive Practice (Core) Level 5	20
Journal Review and Evaluation (Core) Level 5	20
Semester 2	
Working in the Lifelong Learning Sector (Core) Level 5	20
Assessment for Learning (Core) Level 5	20
Year 2	
Semester 1	
<i>Two optional units from the following:</i> Introduction to the Role of Mentor - (O) L5 Counselling Skills Awareness for Teachers in the post-compulsory Sector - (O) L5 Teaching the 14+ Learner in the Post-compulsory Sector - (O) L5 Negotiated Study - (O) L5	40
Semester 2	
<i>One optional units from the following:</i> Mentoring - (O) L6 Classroom Observation - (O) L6 Critical Thinking - (O) L6 Pedagogy in the 21 st Century - (O) L6 + Research Methods - (C) L6	40
Year 3	
Semester 1	
<i>Two optional units from the following:</i> Mentoring - (O) L6 Classroom Observation - (O) L6 Critical Thinking - (O) L6 Pedagogy in the 21 st Century - (O) L6	40
Semester 2	
Literature Review (C) L6 Research for Publication (C) L6	40

The BA (Hons) Post-compulsory Education and Training does not include placements as it is a professional development programme and as such participants are required to approach their studies within the context in which they work in the post-compulsory sector and it is a requirement of the programme that they be working as a teacher in the sector with sufficient hours to successfully achieve the programme learning requirements. This will be clarified at interview.

Although the programme is a professional development programme, there is no requirement for the organisation in which the participant teaches to offer a mentor to support the participant. Participants will, however, be allocated a personal tutor with an entitlement of at least two tutorials with their personal tutor for each semester. All participants are encouraged to meet their personal tutors regularly to review progress and to establish targets for enhancement of practice. Individual Learning Plans are a feature of the provision, which encourages reflection and dialogue in reviewing and planning future activity.

Final and exit awards

To be awarded the BA (Hons) Post-compulsory Education and Training, participants need to have accumulated 120 Level 5 and 120 6 credits.

In order to gain a BA (Ord) Post-compulsory Education and Training participants need to have accumulated 120 credits at level 5 and 60 credits at level 6 (which should include the Research Methods module).

In order to gain a DipHE Post-compulsory Education and Training participants need to have completed 120 credits at level 5. Participants who have gained 60 credits at level 5 through AP(E)L are not eligible to exit with a DipHE.

The following Glyndŵr University Certificates will be offered on a stand-alone basis and as exit awards:

Glyndŵr University Certificate of Continuing Education (Introduction to the Role of Mentor)
Glyndŵr University Certificate of Continuing Education (Counselling Skills for Teachers in the Post-compulsory Sector)
Glyndŵr University Certificate of Continuing Education (Teaching the 14+ Learner in the Post-compulsory Sector)
Glyndŵr University Certificate of Continuing Education (Mentoring in Practice)
Glyndŵr University Certificate of Continuing Education (Classroom Observation)

Intended learning outcomes of the programme

BA (Hons) Post-compulsory Education and Training Programme

Knowledge and Understanding

Participants will be able to:

- A1 Demonstrate a systematic understanding of key aspects of philosophical, historical, sociological and cultural perspectives in relation to post-compulsory education and training.
- A2 Critically analyse learning theories and their application.
- A3 Critically evaluate contemporary developments in post-compulsory education and training.
- A4 Critically examine politics and education policies in relation to the post-compulsory sector.
- A5 Develop and critically evaluate formal and informal contexts for learning.

Intellectual Skills

Participants will be able to:

- B1 Synthesise, analyse and critically evaluate a range of issues and theoretical perspectives.
- B2 Review and critically reflect upon educational practice.
- B3 Present justified and substantiated arguments.

Subject Skills

Participants will be able to:

- C1 Articulate an improved knowledge and understanding of own subject specialism.
- C2 Adopt a scholarly approach to research within the context of the post-compulsory sector.
- C3 Analyse and evaluate learning, teaching and assessment practices to support learner achievement.

Practical, Professional and Employability Skills

Participants will be able to:

- D1 Present information in a variety of written forms and oral presentations.
- D2 Use ICT skills to enable appropriate presentation of information.
- D3 Apply theoretical and conceptual frameworks.
- D4 Adopt and apply professional competencies in areas such as communication, problem-solving, decision making, interpersonal relationships and reflective practice.
- D5 Demonstrate a sound understanding of current issues within the post-compulsory sector.
- D6 Evidence improvement of your own learning and performance, including the development of study and research skills.

BA (Ord) Post-compulsory Education and Training Programme

Knowledge and Understanding

Participants will be able to:

- A1 Demonstrate a systematic understanding of key aspects of philosophical, historical, sociological and cultural perspectives in relation to post-compulsory education and training.
- A2 Critically analyse learning theories and their application.
- A3 Critically evaluate contemporary developments in post-compulsory education and training.
- A4 Critically examine politics and education policies in relation to the post-compulsory sector.
- A5 Develop and critically evaluate formal and informal contexts for learning.

Intellectual Skills

Participants will be able to:

- B1 Synthesise, analyse and critically evaluate a range of issues and theoretical perspectives.
- B2 Review and critically reflect upon educational practice.
- B3 Present justified and substantiated arguments.

Subject Skills

Participants will be able to:

- C1 Articulate an improved knowledge and understanding of own subject specialism.
- C2 Analyse and evaluate learning, teaching and assessment practices to support learner achievement.

Practical, Professional and Employability Skills

Participants will be able to:

- D1 Present information in a variety of written forms and oral presentations.
- D2 Use ICT skills to enable appropriate presentation of information.
- D3 Apply theoretical and conceptual frameworks.
- D4 Adopt and apply professional competencies in areas such as communication, problem-solving, decision making, interpersonal relationships and reflective practice.
- D5 Demonstrate a sound understanding of current issues within the post-compulsory sector.

Diploma of Higher Education in Post-compulsory Education and Training Programme

Knowledge and Understanding

Participants will be able to:

- A1 Demonstrate a critical understanding of the philosophical, historical, sociological and cultural perspectives in relation to post-compulsory education and training.
- A2 Critically analyse learning theories and their application.

- A3 Critically analyse contemporary developments in post-compulsory education and training.
- A4 Demonstrate an understanding of key aspects of politics and education policies in relation to the post-compulsory sector.
- A5 Analyse and apply formal and informal contexts for learning.

Intellectual Skills

Participants will be able to:

- B1 Use a range of techniques to initiate and undertake critical analysis of information relating to the post-compulsory sector.
- B2 Propose solutions to problems arising from critical analysis of information.
- B3 Communicate information, arguments and analysis in a variety of formats.

Subject Skills

Participants will be able to:

- C1 Articulate an improved knowledge and understanding of own subject specialism.
- C2 Analyse and evaluate learning, teaching and assessment practices to support learner achievement.
- C3 Demonstrate new competencies to enable the undertaking of significant responsibility within own organisation.

Practical, Professional and Employability Skills

Participants will be able to:

- D1 Present information in a variety of written forms and oral presentations.
- D2 Use ICT skills to enable appropriate presentation of information.
- D3 Apply theoretical and conceptual frameworks.
- D4 Adopt and apply professional competencies in areas such as communication, problem-solving, decision making, interpersonal relationships and reflective practice.
- D5 Demonstrate a sound understanding of current issues within the post-compulsory sector.

Curriculum Matrix showing how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules

BA (Hons) Post-compulsory Education and Training

*A Knowledge and understanding
 B Intellectual skill
 C Professional, practical and employability skills
 D Transferable and Key Skills*

	Module Title	Core(C) Option (O)	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	C 1	C 2	C 3	D 1	D 2	D 3	D 4	D 5	D 6
Level/5	Inclusive Practice (Core)	C	*	*	*	*	*	*	*	*		*	*	*	*	*	*		*
	The Lifelong Learning Sector (Core)	C	*		*	*	*	*	*	*		*		*	*				*
	Assessment for Learning (Core)	C		*			*	*	*	*	*	*	*	*	*	*			
	Journal Review and Evaluation (Core)	C	*		*			*	*	*	*	*		*	*	*		*	*
	Introduction to the Role of Mentor (Opt)	O		*			*	*	*	*	*	*		*	*	*			
	Counselling Skills Awareness for teachers in the Post-compulsory Sector (Opt)	O		*	*		*	*	*	*		*		*	*	*	*	*	*
	Teaching the 14+ Learner in the Lifelong Learning Sector (Opt)	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Negotiated Study (Opt)	O		*			*	*	*	*	*	*	*	*	*			*	
Level/6	Research Methods (Core)	C			*		*	*	*	*	*	*	*	*	*	*	*	*	*
	Mentoring in Practice (Opt)	O		*				*	*	*	*	*	*	*	*	*	*	*	
	Classroom Observation (Opt)	O						*	*	*	*	*	*	*	*	*	*	*	
	Pedagogy in the 21 st Century (Opt)	O	*	*	*	*		*	*	*	*	*	*					*	*
	Critical Thinking (Opt)	O						*	*	*		*		*	*	*			
	Literature Review (Core)	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Research for Publication (Core)	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

Learning, teaching and assessment strategies used to enable outcomes to be achieved and demonstrated

The overall aim is to encourage participants to think critically in both the taught element and in their own professional practice. Participants are encouraged to link educational theory to their own practice in a reflective manner. Assignment work is designed to ensure that practice is analysed and evaluated, informed by references to relevant literature and research.

The intended learning outcomes, and learning and teaching strategies accommodate the spirit of the University's current Learning, Teaching and Assessment Strategy (2007/8 – 2009/10) and in particular, priority area 2:

- Fostering an evidenced-based approach to curriculum development and enhancement to support programmes that respond to the economic and social needs of the region.
- Balancing assessment of, and assessment for, learning practices to improve feedback to participants.
- Promote appropriate LTA strategies to address the needs of a diverse student body.
- Continue to improve performance in student retention and progression.
- Ensuring the active involvement of participants in the evaluation of their learning experience.
- Increase opportunities for participants to undertake elements of their programmes through the medium of Welsh

In addition the modules will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. The strategies to be adopted will include tutor directed sessions, workshops, simulation, video-tapes, seminars and supported self-study activities. Peer learning and peer review will also form part of the social constructivist approach to the modules. The use of the VLE (Virtual Learning Environment) is also encouraged through interactive activities, forums and discussion groups.

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Welsh Medium provision

Although the Programme is mainly delivered through the medium of English, Welsh speakers who may prefer to submit assignments through the medium of Welsh are able to do so. In addition Bilingual support is enabled through the use of technology (Welsh tutor support and Welsh speaking tutorage on the programme (within the partner franchise programmes).

Assessment strategy used to enable outcomes to be achieved and demonstrated

Although the programme sits with a Welsh Higher Education Institute, the development of the proposed programme has been influenced and informed by employers and key stakeholders within the sector. The resultant programme reflects the collaborative nature of the partnership involved and both the level of the award, content and in particular the nature of the assessments for each module has been carefully negotiated with all parties to ensure 'fitness for purpose'.

The programme builds on the existing strengths of the previous BA (Hons) Post-compulsory Education and Training assessment strategies, specifically, portfolios of work including theory and evidenced based reflections on practice informing professional development action planning.

Work will be assessed against given criteria and will be graded in accordance with University regulations for undergraduate study. The criteria and their attendant grade descriptions will be shared with participants. This information will be included, in a rubric assessment format within the programme handbook which will be provided to all participants.

Teachers will also be given the opportunity to have one draft of their work reviewed by the teaching staff before submission.

The criteria for each assessment will be derived directly from the learning outcomes for each module. The assessments will be aligned with the programme outcomes and with the authentic work requirements of a teacher working within the Post-compulsory sector.

The assessments will be supported by directed study tasks given to the teachers, through their modules.

The weighting of assessment is on the practical and evaluative nature of teaching, together with initial assessment and continued ipsitive referencing demonstrating personal and professional development. All of the assessments are integral to the development of the teacher as a professional and progressive in the sense that when accumulated the candidate is able to identify, evaluate and relate the journey taken.

Assessment Summary

All modules are 20 credits, and are at level 5 and level 6

LEVEL 5 MODULES		
Module Title:	Assessment Method	Weighting
Inclusive Practice (Core)	Report: A reflective and critical evaluation of inclusive learning within the context of your own practice.	100%
The Lifelong Learning Sector (Core)	Presentation: Outlining the scope and nature of the LLUK sector and key policy development relating to the sector.	30%
	Report: Critically evaluate the purpose and process of inspection and the impact on the quality improvement of learning and teaching within own context.	70%
Assessment for Learning (Core)	Portfolio: Outlining a range of strategies used to support assessment for learning practices.	50%
	Written Assignment: Critically reflective account that evaluates the effectiveness of own practice in relation to assessment for learning with clear links to portfolio evidence and key concepts and principles relating to assessment for learning.	50%
Journal Review and Evaluation (Core)	Written analysis (1)	50%
	Written analysis (2)	50%
Introduction to the Role of Mentor (Opt)	Written Assignment: A critical evaluation of reflection of the mentoring process.	100%

Counselling Skills Awareness for teachers in the Post-compulsory Sector (Opt)	Case study: Evidencing the application of a counselling approach within the context of own role.	50%
	Written Assignment: A reflective and critical evaluation of theories that underpin a counselling approach and the relevance to your own practice.	50%
Teaching the 14+ Learner in the Lifelong Learning Sector (Opt)	Written Assignment: A reflective and critical evaluation of theories that underpin a counselling approach and the relevance to your own practice.	100%
Negotiated Study (Opt)	Report: Critical analysis to reflect both the module learning outcomes and specific personally developed learning outcomes relating to the chosen area of study.	100%
LEVEL 6 MODULES		
Research Methods (Core)	Review	50%
	Write an outline research proposal.	50%
Literature Review (Core)	Literature review	75%
	Presentation of research questions (informed by the literature review)	25%
Research for Publication (Core)	Abstract	10%
	Academic Article	90%
Mentoring (Opt)	Portfolio: A portfolio of evidence demonstrating the effective mentoring of a mentee	50%
	Written Assignment: A summative critical reflection of the mentoring process	50%
Classroom Observation (Opt)	Case Study	60%
	Report	40%
Pedagogy in the 21st Century (Opt)	Portfolio	50%
	Reflective account	50%
Assessment regulations that apply to the programme		
University regulations for Bachelor Degrees, Diplomas and Certificates and Foundation Degrees will apply to this programme.		

Programme Management

Programme team:

Sue Horder – **Programme Leader**

Allison O’Sullivan – Module Leader

Dr Peter Gossman – Module Leader

Karen Rhys Jones – Module Leader

Jacqui Venencia – Module Leader

It is also anticipated that the programme team will bring in appropriately qualified sessional lecturers and guest speakers as required. The Programme Leader will seek approval from the appropriate authorities for any sessional appointments.

Moderation events occur internally where individual assessments are considered and cross moderation is undertaken by the whole team. There are currently two cross moderation events annually, with the results been fed back to all team members and being recorded in the annual monitoring report. The Assessment and Award boards meet twice a year to consider the assessment results and gain feedback from External Examiners on the progress and development of the programmes. The first Assessment and Award boards being in June with a resit board in September.

Participants have the opportunity to contribute to the evaluation of their programme through completion of SPOM's. Feedback from participants, together with tutor evaluations are brought together to improve the overall quality of the Programme including curricula content and delivery. Student representatives are chosen at the beginning of the academic year and have the opportunity to attend the Staff Student Consultative Committee (SSCC) meetings held during the year. This affords the participants the same opportunities as peers on other undergraduate programmes.

The use of formal and informal student feedback is incorporated into the Annual Monitoring Report (AMR) processes and is addressed through the University's internal review processes. Student representatives from all cohorts of the programme are invited to programme Board meetings to share their perceptions.

The programme team at Glyndŵr University are engaged in scholarship and research activity that underpins the development of curriculum.

Karen Rhys Jones is a consultant and national trainer involved in the Sports Council for Wales Physical Education and School Sports Programme. She delivers a number of CPD courses within this role. This includes the imminent 'Play to Learn' CPD training which she has co authored. Her involvement with Initial Teacher Training sees her well placed to extend the transition for participants / professionals into the NQT years. Karen works closely with colleagues in other Physical Education departments who deliver Initial Teacher Training in HEIs. This group has a brief to identify, examine and discuss all matters of importance relating to physical education.

Dr Peter Gossman has an established track record of research and regularly contributes to academic journals.

Dr Peter Gossman and Sue Horder are both Fellows of the Higher Education Academy (HEA) and are actively involved in research. They are currently working on a research project entitled 'Participants' Views on Forms of feedback'. The aim of the study is to investigate participants views on written feedback compared with oral and vice versa. Participants will be given written feedback initially on formative assessments and module

assessments early in the programme (PGCE full-time group) followed by audio feedback in subsequent assessments. They are also working on a project with that looks at the 'Relationship Between 'Self', Subject and Pedagogy' and have developed a model for Post-compulsory education and training which considers the links between the 'Self' that teaches, our subject specialism and pedagogy. The model is adapted from the writings of Parker Palmer (1997) and his view that:

'Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their participants so that participants can learn to weave a world for themselves... The connections made by good teachers are held not in their intellects but in their hearts—meaning hearts in the ancient sense, as the place where intellect, emotion and will converge'.

This work was presented at the LLUK conference in London on 8th December 2009. This research supports the development of the Assessment for Learning and Working in the Lifelong Learning Sector modules.

Sue Horder is developing the use of the VLE by participants and is currently working on a research project related to Mentoring in post-compulsory education supporting the development of the Introduction to the Role of Mentor and the Mentoring in Practice modules. Both Sue Horder and Dr Peter Gossman are peer reviewers for educational journals which in turn has led to the development of the Journal Review and Evaluation and Research for Publication modules.

Allison O'Sullivan is actively involved in research and has given recent conference paper presentations on 'The Initial Training of Staff delivering the Welsh Baccalaureate', 'Transforming NQTs to Autonomous Professional Practitioners and 'The Development of Newly Qualified Teachers During their Induction Period'.

Allison's research interests are on the professional development of the educational workforce both within schools and post compulsory settings. She is currently involved in researching the effect of the implementation of curriculum changes for 14-19 year olds for practitioners both within schools and Further Education colleges.

Subject Knowledge and pedagogy are underpinned by membership of:
UCET Cymru
Executive Board member – Agored Cymru
International Association for Professional Development
Institute for Learning (Fellow)
UCET Post 16 Committee
UCET CPD Committee

Particular support for learning

The Programme entails a variety of teaching and learning approaches as befits good practice, which the Programme Team seeks to emulate in 'teaching' teachers. The aim is to develop reflective practitioners who are constantly challenging themselves to think about the processes involved in effective learning and teaching of their participants. To facilitate participants to achieve this, a range of support mechanisms are offered.

All participants have an entitlement of at least two tutorials with a personal tutor for each semester, whose role in consultation is to review progress and to establish targets for enhancement of practice. Individual Learning Plans are a feature of the provision, which encourages reflection and dialogue in reviewing and planning future activity.

The Programme's VLE is intended to enhance communication between participants and tutors, which is particularly important when participants are studying at a distance from the

University. The VLE offers a platform for participants to build on previous knowledge and practice through critical discourse and sharing of experiences. (See Figure 1 below).

Figure 1: Example of directed study on VLE

6 Mentoring: Self Directed Study (1)

The aim of this section is to support your study away from the classroom. It is anticipated that you will return to the next session on 24th October with some questions and ideas that you can explore with your peers.

Your mission over the next two weeks (if you wish to accept it!) is to select a couple of journals from those listed below, read them and critically evaluate them (Stella Cottrell handouts should help you). You may have views that agree with with the authors or you may have questions about their argument. Pick a couple of journals that interest you and make sense to you. Some of you may find some are not easy to read, we are all different remember, so do not worry if you cannot make sense of one of them. Put it to one side and select another one.

You can write all over the journal or take your notes on a separate sheet, you may even mind map your findings, the choice is yours. Simply bring your notes along to the next session and we can share what we have found. I will be engaging in this activity too....

Remember learning should be fun! Sue 😊

Equality and Diversity

Additional support is offered to participants with additional needs arising from disability and/or special learning difficulties. Where appropriate, specialist support is made available by staff within the Learning Support Suite. Access to study skills provision is provided and the Programme Team along with specialists drawn from the library and information centres offer appropriate support when required.