OFFICE USE ONLY	
Date of validation event:	03 April 2020
Date of approval by Academic Board:	20 May 2020
Approved Validation Period:	*5 years*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)* *16/03/2022 – EDN604 change to assessment* *17/03/2023 – New module EDN611 replaces EDN604 and EDN606 from September 2023.* *24/10/2023 new module EDN612 Additional Learning Needs Theory and Practice replaces EDN608/EDN609 from Sem2.*

PROGRAMME SPECIFICATION

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Enter Programme Title(s)
This is the intended award title and what will be printed on the award certificate.

BA (Hons) Working with Children and Families
BA (Hons) Education
BA (Hons) Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)

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

1	**Awarding body**	
	Glyndŵr University	
2	**Programme delivered by**	
	Glyndŵr University	
3	**Location of delivery**	
	Plas Coch	
4	**Faculty/Department**	
	Faculty of Social and Life Sciences - Education	
5	**Exit awards available**	

- Certificate of Higher Education
- Diploma of Higher Education - Working with Children and families

- Diploma of Higher Education – Education
- Diploma of Higher Education – Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)
- BA Working with Children and Families
- BA Education
- BA Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)

6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	One module – supporting pupils with SpLD/Dyslexia has been designed to meet the requirements of the British Dyslexia Association (BDA) to allow successful students to apply for BDA ALSA (Accredited Learning Support Assistant) accreditation. The ALSA provides learning support assistants with the skills and knowledge to support dyslexic children in the classroom, under the supervision of the teacher. There is currently a cost of £50 payable to the BDA should students choose to apply for their accreditation and the module is currently one of only five in the UK to offer this specialist qualification. The module was successfully reaccredited in 2017 and is valid until September 2021. Reaccreditation will be sought in due course.
7	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)** *eg. completion of placement.*
	Accreditation is dependent upon successful completion of the module and a range of practical activities which include 20 hours of support to a learner(s), up to five hours of informal assessment activities to inform support and intervention and, the observation of one hour of support based practice.
8	JACS3 / HECoS **codes**
	X300/100455 *X000/100459* *X300/100462*
9	UCAS **code**
	BA (Hons) Working with Children and Families - CF20 Foundation Year: CFFY BA (Hons) Education - 20ED Foundation Year: FYE BA (Hons) Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND) 3B49 Foundation year 1X53
10	**Relevant QAA subject benchmark statement/s**
	Education Studies (2019). Early Childhood Studies (2019).
11	**Mode of study**
	Full & part time
12	**Normal length of study** for each mode of study *Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.*
	3 years full time / 6 years part time.

13	**Language of study**
	English
14	**The following University Award Regulations apply to this programme**

- ✓ General Regulations and Definitions
- ✓ Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- ☐ Regulations for Taught Masters Degrees
- ☐ Regulations for Taught Masters Degrees taught entirely by online distance learning
- ☐ Regulations for Integrated Masters Degrees
- ☐ Regulations for Masters of Research
- ☐ Regulations for Professional Graduate Certificate in Education
- ☐ Regulations for Postgraduate Certificate in Education
- ✓ Regulations for Certificate in Education
- ☐ Regulations for Graduate Diploma Graduate Certificate
- ☐ Regulations for BTEC Higher National Qualifications
- ☐ Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate
- ☐ Regulations Glyndŵr University English Language Test

Criteria for admission to the programme

Standard entry criteria
Entry requirements are in accordance with the University's admissions policy click here

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

Foundation Year/FdA/FdSc	48 Tariff points and /or relevant experience
3 year Bachelor	112 Tariff points
Integrated Masters	120 Tariff points

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

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 applicants successful in being offered a place on the programme will be subject to a satisfactory Enhanced DBS clearance undertaken by Wrexham Glyndŵr University. The type and level of DBS check required will be confirmed to you during the DBS application process. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our POLICY & PROCEDURE FOR CONSIDERING ADMISSION TO THE UNIVERSITY FOR PROGRAMMES REQUIRING A DBS CHECK AND FROM CANDIDATES WITH CRIMINAL CONVICTIONS. In line with the University's DISCIPLINARY PROCEDURE FOR STUDENTS, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

Suitability for Practice Procedure

Participants will be subject to suitability for practice requirements due to the potentially vulnerable nature of placement settings.

Non-standard entry criteria and programme specific requirements

The programme very much aims to promote Glyndwr University's widening participation programme. Therefore, as appropriate, there will be a degree of flexibility with the criteria above at the discretion of the Programme Leaders. Applicants who do not meet the above academic entry criteria but are able to demonstrate equivalent qualifications or relevant professional experience would be considered on an individual basis. Due to the nature of the programmes and future career opportunities, those applying for places would need to demonstrate a commitment to working within the early childhood, education and families workforce. This can be established by showing appropriate academic achievement and demonstrating the possession of knowledge and experience within these sectors. Candidates will be able to demonstrate this through their completed application form and interview.

It is expected that prospective students will have gained a grade C or above (grade 4 or above) English/Welsh first language and Mathematics (and those applying for Education or ALN/SEND routes the same in Science if they intended to progress to initial teacher training).

For those students who do not meet the academic entry requirements above there is the option of completing a foundation year prior to the three year honours degree or where the department / applicant feels they would benefit from an additional year to gain some additional experience before progression to the full three-year degree. Upon successful completion of a foundation year, the student will automatically progress to the named degree programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area.

Exception may be made (at the discretion of the programme leader) to the above entry requirements, for example experienced practitioners who do not meet the full entry requirements but can evidence relevant personal development through other means.

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

Programme specific restrictions
N/A

Aims of the programme

The routes/pathways within the degree are to ensure that there are a number of pathways open to students to enter into a career within the childhood, families and education workforce and to offer students entry to the profession from a range of initial entry points as part of a wider suite of programmes. General aims of the programmes include:

- To become recognised as a leading centre for education, childhood and families in North Wales.
- To build upon our strengths and longstanding experience in widening participation and offer students from all backgrounds and ages the opportunities and future career paths afforded by higher education.
- To provide opportunities for graduates to progress onto postgraduate degrees including MA (Education) and initial teacher training opportunities.

- Promote the attainment of knowledge, understanding, skills, values, beliefs and attitudes required to gain appropriate professional status in formal and informal childhood, educational and family settings;
- Empower students to take ownership of their personal, professional and academic future through engagement with and critical reflection upon their own personal and professional learning;
- Enable students to critically analyse, debate and evaluate theory, philosophy, policy and political, social and economic ideologies;
- Provide students with extensive work-based experiences so they develop their understanding of diverse contexts and perspectives and apply academic theory to their practice;
- Enable students to engage in a research project, within the context of work-based placement, affording them the opportunity to deploy methods of enquiry and analysis;
- Enable students to apply the principles of evidence informed and ethical practice;
- Provide students with the skills to communicate and engage effectively with children and young people, families and a diverse range of practitioners;
- Promote an understanding of the needs of settings and the individual child/ young person to secure their development, in addition to safeguarding and promoting wellbeing and sustainability;
- Develop knowledge and understanding of a multi-agency approach to the care and education of children and young people;
- To develop knowledge of the professional skills, competencies and attitudes necessary for careers within the children's workforce and offer the opportunity to broaden student experience and professional practice.
- Equip students with transferable and employability skills including communication, digital literacy, collaborative working, problem solving and evaluation and reflection, to enhance practice in a diverse range of settings;
- Develop students' ability to manage their own learning, challenge themselves and exercise initiative and personal responsibility.

More specifically, the aims of the different pathways include:

BA (Hons) Education - This degree programme, which is based on a combination of academic study and work based learning , has a long history of providing a well-respected and successful pathway into primary teaching via a Primary Postgraduate Certificate in Education (PGCE) or Post-compulsory qualification (PcET). Combining taught modules and placement experiences in educational settings and through a broad range of approaches to learning and teaching the programme considers the sociological, historical, psychological, cultural, philosophical and health/welfare aspects of childhood and education to develop contemporary knowledge and skills required within the workplace. This course offers an alternative route into teaching for a range of entry qualifications, whilst keeping options open for other career opportunities that involve work with children and young people.

The programme facilitates a study of the nature of knowledge, understanding and critical engagement with a variety of theoretical perspectives, drawn from a wide range of disciplines related to childhood studies, education and learning, including: education, sociology, psychology, human rights, social justice/inclusion, health and social care. It involves the rigorous consideration of educational policies, processes and perspectives, and the cultural, societal, political, historical and economic contexts within which they are embedded. The statutory requirements of curricula for children and young people in primary education in both England and Wales are explored, as are factors impacting on learning dispositions and how pupils can be supported through the curriculum and pastorally.

BA (Hons) Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND) - The main aim of this programme is to provide participants with an enhanced core of knowledge, understanding, skills, values, beliefs and attitudes required for those working with children and young people who require targeted support in pre-school settings, schools, alternative provision settings and their support services. It will equip participants with an integrated approach to the theory and practice of education. Graduates will be critically informed about and engage with contemporary issues relating to education and they will have key transferable skills, preparing them for employment in a diverse range of settings.

Students following ALN/SEND will develop knowledge and understanding of the diverse range and nature of ALN/SEND and the processes through which learners may secure their educational entitlement and knowledge, skills and understanding in relation to the planning, preparation, delivery and evaluation of a broad, balanced and relevant curriculum that meets the needs of learners with ALN/SEND. In particular, students will gain an in-depth knowledge and understanding of communication and interaction needs and of SpLD/Dyslexia.

BA (Hons) Working with Children and Families - This programme is for those interested in supporting children where the primary focus is working with the family at a community level. The programme offers an opportunity to focus upon the specific areas needed to understand the importance of the role of the family to children's development and well-being outside the context of education. This will include the sociology of the family, attachment, adverse childhood experiences and multi-agency working. Students will also take part in an extended work placement within a relevant setting to gain an understanding of theory into practice.

This programme offers the opportunity to study the societal impact on childhood from birth to 18 years through an examination of the role of the family. The topics chosen for study provide a foundation for those wishing to work with children outside of the educational domain. The programme offers modules of study which are relevant to the child for instance Child Development and Play, Well-being and Resilience and Special Educational Needs and Disability, alongside those which place the child within a family context, for instance Understanding Family in Childhood and Working with Adverse Childhood Experiences. In addition, students will study modules which support them to grow in their chosen profession, for

instance, Childhood Law, Policy and Practice and Leadership and Professional Development. Running central to the programme will be a theme of practice informed research which enables students to explore the role of research to their chosen field and to engage in a research project throughout their level 5 and 6 studies.

Distinctive features of the programme

The programmes 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, childhood and family settings. The curriculum demonstrates the interrelationship between academic theory and practical application through work-based and experiential learning including 120 credits spread over levels four, five and six of relevant placement activity.

Distinctive features of the programme include:

- The degrees are part of a suite of programmes which afford students with a wide range of underpinning qualifications, the opportunity to study which may lead to postgraduate qualifications and meet the entry requirements for initial teacher training including a Primary PGCE;
- Students on the programme will have access to the on-site early years nursery setting the 'Centre for The Child, Family and Society'. This bespoke facility will afford students the opportunity to attend the setting on placement opportunities and to be able to use the facility to expand their knowledge of child development and play;
- A key aspect of the programme will be the emphasis placed on placement opportunities across levels four, five and six. Students will have the opportunity to self-source a relevant placement or to use the extensive knowledge and contacts of the work related learning unit (WRLU) to gain a placement. Those students who work part time in a relevant setting whilst completing their studies will have the opportunity to use this as their placement setting if they so wish.
- Professional accreditation is available at level six for students completing the BA (Hons) ALN/SEND route. Successful completion of the module and a range of practical experiences will allow students to apply for a British Dyslexia Association (BDA) accredited ALSA certificate (Accredited Learning Support Assistant).
- At level four there is an emphasis on opportunities for inter-disciplinary learning with students from across the three degrees and wider disciplines within the sector which include Youth and Community and Therapeutic Childcare. This will lead to peer learning through engagement with students from wider disciplines and reflect and prepare students for the inter-disciplinary nature of working within their chosen sector;

- Guest lectures from external speakers: including experts in particular fields and current practitioners are held.

Credit accumulation and exit awards

There are a number of exit awards available for students who do not complete the full programme of study.

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of **Certificate of Higher Education**.

Successful completion of 240 credits at Level 5 entitles the student to the exit award of;

Diploma of Higher Education - Working with Children and Families;
Diploma of Higher Education – Education;
Diploma of Higher Education - Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree;
BA Working with Children and Families (Ordinary);
BA Education (Ordinary);
BA Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND) (Ordinary).

22 Programme structure diagram

BA (Hons) Working with Children and Families

Module Code and Title	Core/ Optional	Level	Module Code	Credit Value	Semester of delivery	Possible Welsh element within module
EDN405 Preparing for your Placement *	Core	4	New	20	1	
EDN403 Learning to Learn in Higher Education	Core	4	New	20	1	
EDN404 Placement One	Core	4	New	40	2	Yes
EDN401 Child Development and Play*	Core	4	New	20	2	
EDN402 Introduction to ALN/SEND	Core	4	New	20	2	
EDN506 Understanding Family in Childhood	Core	5	New	20	1	Yes
EDN504 Practice Informed Research	Core	5	New	20	1	
EDN503 Placement Two	Core	5	New	60	2	Yes
EDN502 Inclusion and Diversity	Option	5	New	20	1	
EDN507 Wellbeing and Resilience in Childhood	Option	5	New	20	1	
EDN602 Childhood Law, Policy and Practice *	Core	6	New	20	1	
EDN610 Working with Adverse Experiences in Childhood	Core	6	New	20	1	
EDN611 Leadership and Professional Development *	Core	6	New	40	1	
EDN607 Practice Informed Research Project	Core	6	New	40	2	Yes

* Although all modules are classed as 'new' there is opportunity for delivery across departments where module content allows.

BA (Hons) Education

Module Code and Title	Core/ Optional	Level	Module Code	Credit Value	Semester of delivery	Possible Welsh element within module
EDN405 Preparing for your Placement *	Core	4	New	20	1	
EDN403 Learning to Learn in Higher Education	Core	4	New	20	1	
EDN404 Placement One	Core	4	New	40	2	Yes
EDN401 Child Development and Play *	Core	4	New	20	2	
EDN402 Introduction to ALN/SEND	Core	4	New	20	2	
EDN501 Curriculum Matters One	Core	5	New	20	1	Yes
EDN504 Practice Informed Research	Core	5	New	20	1	
EDN503 Placement Two	Core	5	New	60	2	Yes
EDN502 Inclusion and Diversity	Option	5	New	20	1	
EDN507 Wellbeing and Resilience in Childhood	Option	5	New	20	1	
EDN605 Learning and Teaching: Theory and Practice	Core	6	New	20	1	
EDN603 Curriculum Matters Two	Core	6	New	20	1	Yes
EDN611 Leadership and Professional Development *	Core	6	New	40	1	
EDN607 Practice Informed Research Project	Core	6	New	40	2	Yes

* Although all modules are classed as 'new' there is opportunity for delivery across departments where module content allows.

BA (Hons) Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)

Module Code and Title	Core/ Optional	Level	Module Code	Credit Value	Semester of delivery	Possible Welsh element within module
EDN405 Preparing for your Placement *	Core	4	New	20	1	
EDN403 Learning to Learn in Higher Education	Core	4	New	20	1	
EDN404 Placement One	Core	4	New	40	2	Yes
EDN401 Child Development and Play *	Core	4	New	20	2	
EDN402 Introduction to ALN/SEND	Core	4	New	20	2	
EDN505 Supporting Children and Young People Comm. & Interaction	Core	5	New	20	1	
EDN504 Practice Informed Research	Core	5	New	20	1	
EDN503 Placement Two	Core	5	New	60	2	Yes
EDN502 Inclusion and Diversity	Option	5	New	20	1	
EDN507 Wellbeing and Resilience in Childhood	Option	5	New	20	1	
EDN612 Additional Learning Needs: Theory and Practice	Core	6	New	20	2	
EDN601 ALN/SEND: Specialist Support	Core	6	New	20	1	
END611 Leadership and Professional Development	Core	6	New	20	1	
END607 Practice Informed Research Project	Core	6	New	40	2	Yes

* Although all modules are classed as 'new' there is opportunity for delivery across departments where module content allows.

Intended learning outcomes of the programme – BA (Hons) Working with Children and Families

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Participants will demonstrate a knowledge of the professional competencies required to undertake placement and demonstrate an understanding of safeguarding, health and safety and the ethical requirements of working in practice.	Participants will be able to analyse and demonstrate understanding and knowledge of the role of the family in relation to childhood, showing an awareness of the importance of attachment and issues which may affect the family.	Participants will be able to demonstrate an in-depth and critical understanding and knowledge of multiagency working and relevant issues as they apply to childhood and families.	Participants will be able to demonstrate an in-depth and critical understanding and knowledge of multiagency working and relevant issues as they apply to childhood and families.
A2	Participants will demonstrate an understanding and knowledge of the requirements of studying at higher education and the relevant skills to include referencing.	Participants will demonstrate a critical understanding of the role of practice informed research including knowledge of relevant research tools that can be applied within a setting.		Participants will demonstrate a thorough and critical understanding of the research process.
A3	Participants will demonstrate an understanding and knowledge of professional competence as they relate to working with children, young people and families.	Participants will be able to analyse and demonstrate understanding and knowledge, professional competence in relation to working with relevant settings to include practice informed research.	Participants will be able to critically analyse and demonstrate a critical understanding of professional competence in relation to working in relevant settings to include an understanding of the role of leadership and professional development in practice.	Participants will be able to critically analyse and demonstrate a critical understanding of professional competence in relation to working in relevant settings to include an understanding of the role of leadership and professional development.

	Level 4	Level 5	Level 6	Level 6 Honours Degree
A4	Participants will demonstrate an understanding and knowledge of appropriate theories and practice in relation to child development and play according to a range of contexts.	Participants will be able to analyse and demonstrate a critical understanding of well-being and resilience as it applies to childhood, families and education.	Participants will be able to critically analyse and demonstrate a critical understanding of leadership and professional development as it applies to childhood, families and education.	Participants will be able to critically analyse and demonstrate a critical understanding of leadership and professional development as it applies to childhood, families and education.
A5	Participants will demonstrate a knowledge and understanding of Additional Learning Needs and Special Educational Needs and Disability as they apply to childhood, families and education.	Participants will be able to analyse and demonstrate a critical understanding of inclusion and diversity as it applies to childhood, families and education	Participants will be able to critically analyse and demonstrate a critical understanding of childhood law, policy and practice as it applies to working with families.	Participants will be able to critically analyse and demonstrate a critical understanding of childhood law, policy and practice as it applies to working with families.

Intellectual skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Participants will be able to reflect upon their own learning and progression in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking guided further learning to address them in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative further learning to address them in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative further learning to address them in relation to their chosen area of study and independent research project.
B2	Participants will be able to identify and locate a range of literature relevant to their chosen area of study.	Participants will be able to access, retrieve, organise, and evaluate a range of literature relevant to their chosen area of study.	Participants will be able to access, retrieve, organise, and synthesise a range of literature relevant to their	Participants will be able to access, retrieve, organise, and synthesise a range of literature relevant to their chosen area of study, being able to

	Level 4	Level 5	Level 6	Level 6 Honours Degree
			chosen area of study, being able to critically evaluate their relevance.	critically evaluate their relevance and incorporate literature within their independent research project.
B3	Participants will be able to analyse and compare key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret and compare key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret, evaluate and synthesise key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret, evaluate and synthesise key theoretical perspectives relevant to their chosen area of study and make links to their independent research project.
B4	Participants will be able to discuss, evaluate and present a range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate and present a range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate, justify and present a broad range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate, justify and present a broad range of viewpoints relevant to a range of audiences according to their chosen area of study and incorporate these within their independent research project.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Participants will be able to engage with the ethics of working with children.	Participants will be able to critically engage the application of research methodology.		Participants will be able to critically and reflectively engage with the skills required to complete a research project.
C2	Participants will be able to present, evaluate and interpret secondary data to develop lines of argument and make	Participants will be able to present, critically evaluate and interpret secondary data to develop lines of argument and make sound	Participants will be able to present, critically evaluate and interpret secondary data to develop and justify lines of argument and make	Participants will be able to present, critically evaluate and interpret secondary data to develop and justify lines of argument and make sound judgements about theories

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	sound judgements about basic theories and concepts.	judgements about theories and concepts.	sound judgements about theories and concepts.	and concepts including that related to their own independent research project.
C3	Participants will be able to undertake and reflect upon observation of practice.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop professional insight.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop perceptive insight.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop perceptive insight.
C4	Participants will be able to apply basic theoretical/conceptual frameworks to practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and apply these to practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and increasingly apply these to their personal practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and increasingly apply these to their personal practice.
C5	Participants will be able to begin to reference work efficiently and effectively.	Participants will be able to reference work efficiently and effectively with increasing accuracy.	Participants will be able to reference work efficiently and effectively with accuracy.	Participants will be able to reference work efficiently and effectively with accuracy.

Practical, professional and employability skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Participants will be able to begin to take responsibility for their own learning and time management.	Participants will be able to demonstrate responsibility for their own learning, time management and deadlines.	Participants will be able to demonstrate ownership of and responsibility for their own learning, and time management.	Participants will be able to demonstrate ownership of and responsibility for their own learning, and time management.
D2	Participants will be able to discuss and develop professional competencies in areas such as ethics,	Participants will be able to identify, develop and demonstrate personal professional competencies in areas such as ethics, communication,	Participants will be able to further develop and consistently demonstrate professional competencies in working with	Participants will be able to further develop and consistently demonstrate professional competencies in working with

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships	ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets.	adverse childhood experiences and areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets in relation to career progression.	adverse childhood experiences and other areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets in relation to career progression.
D3	Participants will be able to operate in a range of varied and specific contexts, taking responsibility for the nature and quality of personal outcomes.	Participants will be able to operate in a broader range of contexts, taking responsibility for the nature and quality of personal and/or group outcomes.	Participants will be able to operate in a broad range of contexts, taking responsibility for the nature and quality of personal and group outcomes.	Participants will be able to operate in a broad range of contexts, taking responsibility for the nature and quality of personal and group outcomes.
D4	Participants will be able to plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences.	Participants will be able to plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means.	Participants will be able to plan, present, communicate, critically evaluate and synthesise information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means.	Participants will be able to plan, present, communicate, critically evaluate and synthesise information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means including those related to their own independent research project.
D5	Participants will be able to observe and evaluate the	Participants will be able to observe and critically evaluate the practice of others in simulated and work-	Participants will be able to observe and critically evaluate the practice of others in simulated and work-based	Participants will be able to observe and critically evaluate the practice of others in simulated and work-based

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	practice of others in simulated and work-based settings.	based settings to identify areas of strengths and for development.	settings in order to inform their own practice and to identify areas of strengths and for development.	settings in order to inform their own practice and to identify areas of strengths and for development.
D6	Participants will be able to identify key skills and professional competencies in a relevant work-based setting.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in supporting families and children and make links to professional's experience to gather research data.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in working with adverse childhood experiences and make links to professional's experience to gather research data.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in working with adverse childhood experiences and make links to professional's experience to inform their individual research project.
D7	Participants will be able to use ICT skills to support their own work.	Participants will be able to use a broader range of ICT skills to support their independent learning and work-based practice.	Participants will be able to use a broader range of ICT skills to support their independent learning and work-based practice.	Participants will be able to use a broader range of ICT skills to support their independent learning including completion of their individual research project and to inform their work-based practice.
D8	Participants will be able to demonstrate an awareness of contemporary issues relevant to their chosen subject across a range of contexts and settings.	Participants will be able to demonstrate an understanding of contemporary issues relevant to their chosen subject across a range of contexts and make links to practice in professional settings.	Participants will be able to demonstrate a critical understanding of contemporary issues relevant to their chosen subject across a range of contexts and make links to practice in professional settings.	Participants will be able to demonstrate a critical understanding of contemporary issues relevant to their chosen subject across a range of contexts, make links to practice in professional settings and synthesise issues and practice to inform their individual research project.

Intended learning outcomes of the programme – BA (Hons) Education

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Participants will demonstrate a knowledge of the professional competencies required to undertake placement and demonstrate an understanding of safeguarding, health and safety and the ethical requirements of working in practice.	Participants will be able to analyse and demonstrate understanding and knowledge of curricula in relation to the age group 3 to 7 years.	Participants will be able to demonstrate an in-depth and critical understanding and knowledge of curricula in relation to the age group 7 to 14 years.	Participants will be able to demonstrate an in-depth and critical understanding and knowledge of curricula in relation to the age group 7 to 14 years.
A2	Participants will demonstrate an understanding and knowledge of the requirements of studying at higher education and the relevant skills to include referencing.	Participants will demonstrate a critical understanding of the role of practice informed research including knowledge of relevant research tools that can be applied within a setting.		Participants will demonstrate a thorough and critical understanding of the research process.
A3	Participants will demonstrate an understanding and knowledge of professional competence as they relate to working with children, young people and families.	Participants will be able to analyse and demonstrate understanding and knowledge of professional competence in relation to working with relevant settings to include practice informed research.	Participants will be able to critically analyse and demonstrate a critical understanding of professional competence in relation to working in relevant settings to include an understanding of the role of leadership and professional development in practice.	Participants will be able to critically analyse and demonstrate a critical understanding of professional competence in relation to working in relevant settings to include an understanding of the role of leadership and professional development.
A4	Participants will demonstrate an understanding and knowledge of appropriate	Participants will be able to analyse and demonstrate a critical understanding of well-being and	Participants will be able to critically analyse and demonstrate a critical understanding of leadership and	Participants will be able to critically analyse and demonstrate a critical understanding of leadership and

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	theories and practice in relation to child development and play according to a range of contexts.	resilience as it applies to childhood, families and education.	professional development as it applies to childhood, families and education.	professional development as it applies to childhood, families and education.
A5	Participants will demonstrate a knowledge and understanding of Additional Learning Needs and Special Educational Needs and Disability as they apply to childhood, families and education.	Participants will be able to analyse and demonstrate a critical understanding of inclusion and diversity as it applies to childhood, families and education	Participants will be able to critically analyse and demonstrate a critical understanding of the theory and practice of learning and teaching.	Participants will be able to critically analyse and demonstrate a critical understanding of the theory and practice of learning and teaching.

Intellectual skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Participants will be able to reflect upon their own learning and progression in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking guided further learning to address them in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative further learning to address them in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative further learning to address them in relation to their chosen area of study and independent research project.
B2	Participants will be able to identify and locate a range of literature relevant to their chosen area of study.	Participants will be able to access, retrieve, organise, and evaluate a range of literature relevant to their chosen area of study.	Participants will be able to access, retrieve, organise, and synthesise a range of literature relevant to their chosen area of study being	Participants will be able to access, retrieve, organise, and synthesise a range of literature relevant to their chosen area of study being able to critically evaluate their relevance and

	Level 4	Level 5	Level 6	Level 6 Honours Degree
			able to critically evaluate their relevance.	incorporate literature within their independent research project.
B3	Participants will be able to analyse and compare key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret and compare key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret, evaluate and synthesise key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret, evaluate and synthesise key theoretical perspectives relevant to their chosen area of study and make links to their independent research project.
B4	Participants will be able to discuss, evaluate and present a range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate and present a range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate, justify and present a broad range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate, justify and present a broad range of viewpoints relevant to a range of audiences according to their chosen area of study and incorporate these within their independent research project.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Participants will be able to engage with the ethics of working with children.	Participants will be able to critically engage the application of research methodology.		Participants will be able to critically and reflectively engage with the skills required to complete a research project.
C2	Participants will be able to present, evaluate and interpret secondary data to develop lines of argument and make sound judgements about basic theories and concepts.	Participants will be able to present, critically evaluate and interpret secondary data to develop lines of argument and make sound judgements about theories and concepts.	Participants will be able to present, critically evaluate and interpret secondary data to develop and justify lines of argument and make sound judgements about theories and concepts.	Participants will be able to present, critically evaluate and interpret secondary data to develop and justify lines of argument and make sound judgements about theories and concepts including that related

	Level 4	Level 5	Level 6	Level 6 Honours Degree
				to their own independent research project.
C3	Participants will be able to undertake and reflect upon observation of practice.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop professional insight.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop perceptive insight.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop perceptive insight.
C4	Participants will be able to apply basic theoretical/conceptual frameworks to practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and apply these to practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and increasingly apply these to their personal practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and increasingly apply these to their personal practice.
C5	Participants will be able to begin to reference work efficiently and effectively.	Participants will be able to reference work efficiently and effectively with increasing accuracy.	Participants will be able to reference work efficiently and effectively with accuracy.	Participants will be able to reference work efficiently and effectively with accuracy.

Practical, professional and employability skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Participants will be able to begin to take responsibility for their own learning and time management.	Participants will be able to demonstrate responsibility for their own learning, time management and deadlines.	Participants will be able to demonstrate ownership of and responsibility for their own learning, and time management.	Participants will be able to demonstrate ownership of and responsibility for their own learning, and time management.
D2	Participants will be able to discuss and develop professional competencies in areas such as ethics, communication, ICT, problem	Participants will be able to identify, develop and demonstrate personal professional competencies in areas such as ethics, communication, ICT, problem solving, creativity,	Participants will be able to further develop and consistently demonstrate professional competencies in supporting the curriculum and facilitating learning	Participants will be able to further develop and consistently demonstrate professional competencies in supporting the curriculum and facilitating learning

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships	decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets.	and areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets in relation to career progression.	and other areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets in relation to career progression.
D3	Participants will be able to operate in a range of varied and specific contexts, taking responsibility for the nature and quality of personal and group outcomes.	Participants will be able to operate in a broader range of contexts, taking responsibility for the nature and quality of personal and/or group outcomes.	Participants will be able to operate in a broad range of contexts, taking responsibility for the nature and quality of personal and group outcomes.	Participants will be able to operate in a broad range of contexts, taking responsibility for the nature and quality of personal and group outcomes.
D4	Participants will be able to plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences.	Participants will be able to plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means.	Participants will be able to plan, present, communicate, critically evaluate and synthesise information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means.	Participants will be able to plan, present, communicate, critically evaluate and synthesise information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means including those related to their own independent research project.
D5	Participants will be able to observe and evaluate the practice of others in simulated and work-based settings.	Participants will be able to observe and critically evaluate the practice of others in simulated and work-based settings to identify areas of strengths and for development.	Participants will be able to observe and critically evaluate the practice of others in simulated and work-based settings in order to inform their own practice and to identify	Participants will be able to observe and critically evaluate the practice of others in simulated and work-based settings in order to inform their own practice and to identify

	Level 4	Level 5	Level 6	Level 6 Honours Degree
			areas of strengths and for development.	areas of strengths and for development.
D6	Participants will be able to identify key skills and professional competencies in a relevant work-based setting.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in supporting the curriculum and learners in an education setting and make links to professional's experience to gather research data.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in supporting the curriculum and facilitating learning and teaching and make links to professional's experience to gather research data.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in supporting the curriculum and facilitating learning and teaching and make links to professional's experience to gather research data.
D7	Participants will be able to use ICT skills to support their own work.	Participants will be able to use a broader range of ICT skills to support their independent learning and work-based practice.	Participants will be able to use a broader range of ICT skills to support their independent learning and work-based practice.	Participants will be able to use a broader range of ICT skills to support their independent learning including completion of their individual research project and to inform their work-based practice.
D8	Participants will be able to demonstrate an awareness of contemporary issues relevant to their chosen subject across a range of contexts and settings.	Participants will be able to demonstrate an understanding of contemporary issues relevant to their chosen subject across a range of contexts and make links to practice in professional settings.	Participants will be able to demonstrate a critical understanding of contemporary issues relevant to their chosen subject across a range of contexts and make links to practice in professional settings.	Participants will be able to demonstrate a critical understanding of contemporary issues relevant to their chosen subject across a range of contexts, make links to practice in professional settings and synthesise issues and practice to inform their individual research project.

Intended learning outcomes of the programme –

BA (Hons) Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Participants will demonstrate a knowledge of the professional competencies required to undertake placement and demonstrate an understanding of safeguarding, health and safety and the ethical requirements of working in practice.	Participants will be able to analyse and demonstrate understanding and knowledge of supporting learners with a wide range of communication and interaction needs.	Participants will be able to demonstrate an in-depth and critical understanding and knowledge of supporting learners with ALN/SEND for example SpLD/Dyslexia, including informal assessment and appropriate intervention.	Participants will be able to demonstrate an in-depth and critical understanding and knowledge of supporting learners with ALN/SEND for example SpLD/Dyslexia, including informal assessment and appropriate intervention.
A2	Participants will demonstrate an understanding and knowledge of the requirements of studying at higher education and the relevant skills to include referencing.	Participants will demonstrate a critical understanding of the role of practice informed research including knowledge of relevant research tools that can be applied within a setting.		Participants will demonstrate a thorough and critical understanding of the research process.
A3	Participants will demonstrate an understanding and knowledge of professional competence as they relate to working with children, young people and families.	Participants will be able to analyse and demonstrate understanding and knowledge of professional competence in relation to working with relevant settings to include practice informed research.	Participants will be able to critically analyse and demonstrate a critical understanding of professional competence in relation to working in relevant settings to include an understanding of the role of leadership and professional development in practice.	Participants will be able to critically analyse and demonstrate a critical understanding of professional competence in relation to working in relevant settings to include an understanding of the role of leadership and professional development.

	Level 4	Level 5	Level 6	Level 6 Honours Degree
A4	Participants will demonstrate an understanding and knowledge of appropriate theories and practice in relation to child development and play according to a range of contexts.	Participants will be able to analyse and demonstrate a critical understanding of well-being and resilience as it applies to childhood, families and education.	Participants will be able to critically analyse and demonstrate a critical understanding of leadership and professional development as it applies to childhood, families and education.	Participants will be able to critically analyse and demonstrate a critical understanding of leadership and professional development as it applies to childhood, families and education.
A5	Participants will demonstrate a knowledge and understanding of Additional Learning Needs and Special Educational Needs and Disability as they apply to childhood, families and education.	Participants will be able to analyse and demonstrate a critical understanding of inclusion and diversity as it applies to childhood, families and education	Participants will be able to critically analyse and demonstrate a critical understanding of the need for and the range of external agencies that support learners with ALN/SEND.	Participants will be able to critically analyse and demonstrate a critical understanding of the need for and the range of external agencies that support learners with ALN/SEND.

Intellectual skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Participants will be able to reflect upon their own learning and progression in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking guided further learning to address them in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative further learning to address them in relation to their chosen area of study.	Participants will be able to reflect upon the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative further learning to address them in relation to their chosen area of study and independent research project.
B2	Participants will be able to identify and locate a range of literature relevant to their chosen area of study.	Participants will be able to access, retrieve, organise, and evaluate a range of literature relevant to their chosen area of study.	Participants will be able to access, retrieve, organise, and synthesise a range of literature relevant to their chosen area of study being	Participants will be able to access, retrieve, organise, and synthesise a range of literature relevant to their chosen area of study being

	Level 4	Level 5	Level 6	Level 6 Honours Degree
			able to critically evaluate their relevance.	able to critically evaluate their relevance and incorporate literature within their independent research project.
B3	Participants will be able to analyse and compare key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret and compare key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret, evaluate and synthesise key theoretical perspectives relevant to their chosen area of study.	Participants will be able to critically analyse, interpret, evaluate and synthesise key theoretical perspectives relevant to their chosen area of study and make links to their independent research project.
B4	Participants will be able to discuss, evaluate and present a range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate and present a range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate, justify and present a broad range of viewpoints relevant to a range of audiences according to their chosen area of study.	Participants will be able to discuss, critically evaluate, justify and present a broad range of viewpoints relevant to a range of audiences according to their chosen area of study and incorporate these within their independent research project.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Participants will be able to engage with the ethics of working with children.	Participants will be able to critically engage the application of research methodology.		Participants will be able to critically and reflectively engage with the skills required to complete a research project.
C2	Participants will be able to present, evaluate and interpret secondary data to develop lines of argument and make sound	Participants will be able to present, critically evaluate and interpret secondary data to develop lines of argument and make sound	Participants will be able to present, critically evaluate and interpret secondary data to develop and justify lines of argument and make	Participants will be able to present, critically evaluate and interpret secondary data to develop and justify lines of argument and make

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	judgements about basic theories and concepts.	judgements about theories and concepts.	sound judgements about theories and concepts.	sound judgements about theories and concepts including that related to their own independent research project.
C3	Participants will be able to undertake and reflect upon observation of practice.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop professional insight.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop perceptive insight.	Participants will be able to reflect upon their own practice and undertake observation of practice and critically evaluate findings in order to develop perceptive insight.
C4	Participants will be able to apply basic theoretical/conceptual frameworks to practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and apply these to practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and increasingly apply these to their personal practice.	Participants will be able to reflect upon theoretical/conceptual frameworks and increasingly apply these to their personal practice.
C5	Participants will be able to begin to reference work efficiently and effectively.	Participants will be able to reference work efficiently and effectively with increasing accuracy.	Participants will be able to reference work efficiently and effectively with accuracy.	Participants will be able to reference work efficiently and effectively with accuracy.

Practical, professional and employability skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Participants will be able to begin to take responsibility for their own learning and time management.	Participants will be able to demonstrate responsibility for their own learning, time management and deadlines.	Participants will be able to demonstrate ownership of and responsibility for their own learning, and time management.	Participants will be able to demonstrate ownership of and responsibility for their own learning, and time management.
D2	Participants will be able to discuss and develop professional competencies in areas such as ethics, communication, ICT,	Participants will be able to identify, develop and demonstrate personal professional competencies in areas such as	Participants will be able to further develop and consistently demonstrate professional competencies in supporting	Participants will be able to further develop and consistently demonstrate professional competencies in supporting

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships	ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets.	learners with ALN/SEND and areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets in relation to career progression.	learners with SpLD/dyslexia including informal assessment and specialist support and other areas such as ethics, communication, ICT, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships and set professional development targets in relation to career progression.
D3	Participants will be able to operate in a range of varied and specific contexts, taking responsibility for the nature and quality of personal and group outcomes.	Participants will be able to operate in a broader range of contexts, taking responsibility for the nature and quality of personal and/or group outcomes.	Participants will be able to operate in a broad range of contexts, taking responsibility for the nature and quality of personal and group outcomes.	Participants will be able to operate in a broad range of contexts, taking responsibility for the nature and quality of personal and group outcomes.
D4	Participants will be able to plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences.	Participants will be able to plan, present, communicate and evaluate information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means.	Participants will be able to plan, present, communicate, critically evaluate and synthesise information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means.	Participants will be able to plan, present, communicate, critically evaluate and synthesise information, ideas, problems and solutions in a variety of genres and for different purposes and audiences effectively and efficiently by verbal, visual and written means including those related to their own independent research project.
D5	Participants will be able to observe and evaluate the practice of others in simulated and work-based settings.	Participants will be able to observe and critically evaluate the practice of others in simulated and work-based settings to	Participants will be able to observe and critically evaluate the practice of others in simulated and work-based settings in order to inform	Participants will be able to observe and critically evaluate the practice of others in simulated and work-based settings in order to inform

	Level 4	Level 5	Level 6	Level 6 Honours Degree
		identify areas of strengths and for development.	their own practice and to identify areas of strengths and for development.	their own practice and to identify areas of strengths and for development.
D6	Participants will be able to identify key skills and professional competencies in a relevant work-based setting.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in supporting learners with ALN/SEND and make links to professional's experience to gather research data.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in supporting learners with ALN/SEND and make links to professional's experience to gather research data.	Participants will be able to demonstrate key skills and professional competencies in a relevant work-based setting for example good practice in supporting learners with ALN/SEND and make links to professional's experience to inform their individual research project.
D7	Participants will be able to use ICT skills to support their own work.	Participants will be able to use a broader range of ICT skills to support their independent learning and work-based practice.	Participants will be able to use a broader range of ICT skills to support their independent learning and work-based practice.	Participants will be able to use a broader range of ICT skills to support their independent learning including completion of their individual research project and to inform their work-based practice.
D8	Participants will be able to demonstrate an awareness of contemporary issues relevant to their chosen subject across a range of contexts and settings.	Participants will be able to demonstrate an understanding of contemporary issues relevant to their chosen subject across a range of contexts and make links to practice in professional settings.	Participants will be able to demonstrate a critical understanding of contemporary issues relevant to their chosen subject across a range of contexts and make links to practice in professional settings.	Participants will be able to demonstrate a critical understanding of contemporary issues relevant to their chosen subject across a range of contexts, make links to practice in professional settings and synthesise issues and practice to inform their individual research project.

Curriculum matrix

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

BA (Hons) Working with Early Childhood and Families

	Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	Preparing for Your Placement	Core	■	□	□	□	□	■	■	□	□	■	□	□	■	■	■	■	□	■	□	□	■	■
	Learning to Learn in Higher Education	Core	□	■	□	□	□	■	■	□	■	□	□	□	■	■	■	■	□	■	□	□	■	■
	Placement One	Core	□	□	■	□	□	■	■	□	□	■	□	■	■	■	■	■	■	■	■	■	■	■
	Child Development and Play	Core	□	□	□	■	□	□	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Introduction to ALN/SEND	Core	□	□	□	□	■	□	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
Level 5	Understanding Family in Childhood	Core	■	□	□	□	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Practice Informed Research	Core	□	■	□	□	□	■	■	■	■	■	■	□	■	■	■	■	□	■	□	□	■	■
	Placement 2	Core	□	□	■	□	□	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Wellbeing and Resilience in Childhood	Option	□	□	□	■	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Inclusion and Diversity	Option	□	□	□	□	■	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■

BA (Hons) Working with Early Childhood and Families

	Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Level 6	Childhood Law, Policy and Practice	Core	□	□	□	□	■	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Working with Adverse Experiences in Childhood	Core	■	□	□	□	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Practice Informed Research Project	Core	□	■	□	□	□	■	■	■	■	■	■	□	■	■	■	■	□	■	□	□	■	■
	Leadership and Professional Development	Core	□	□	■	■	□	■	■	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■

BA (Hons) Education

	Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	Preparing for Your Placement	Core	■	□	□	□	□	■	■	□	■	■	□	□	■	■	■	■	□	■	□	□	■	■
	Learning to Learn in Higher Education	Core	□	■	□	□	□	■	■	□	■	□	□	□	■	■	■	■	□	■	□	□	■	■
	Placement One	Core	□	□	■	□	□	■	■	□	■	■	□	■	■	■	■	■	■	■	■	■	■	■
	Child Development and Play	Core	□	□	□	■	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■

BA (Hons) Education

Level	Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
	Introduction to ALN/SEND	Core	□	□	□	□	■	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
Level 5	Curriculum Matters One	Core	■	□	□	□	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
Level 5	Practice Informed Research	Core	□	■	□	□	□	■	■	■	■	■	■	□	■	■	■	■	□	■	□	□	■	■
Level 5	Placement Two	Core	□	□	■	□	□	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Level 5	Wellbeing and Resilience in Childhood	Option	□	□	□	■	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
Level 5	Inclusion and Diversity	Option	□	□	□	□	■	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
Level 6	Learning and Teaching: Theory and Practice	Core	□	□	□	□	■	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
Level 6	Curriculum Matters Two	Core	■	□	□	□	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■

BA (Hons) Education

Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Practice Informed Research Project	Core	□	■	□	□	□	■	■	■	■	■	■	□	■	■	■	■	□	■	□	□	■	■
Leadership and Professional Development	Core	□	□	■	■	□	■	■	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■

BA (Hons) Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)

	Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	Preparing for Your Placement	Core	■	□	□	□	□	■	■	□	■	■	□	□	■	■	■	■	□	■	□	□	■	■
	Learning to Learn in Higher Education	Core	□	■	□	□	□	■	■	□	■	□	□	□	■	■	■	■	□	■	□	□	■	■
	Placement One	Core	□	□	■	□	□	■	■	□	■	■	□	■	■	■	■	■	■	■	■	■	■	■
	Child Development and Play	Core	□	□	□	■	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Introduction to ALN/SEND	Core	□	□	□	□	■	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■

	Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
BA (Hons) Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)																								
Level 5	*Supporting Children and young People Comm. & Interaction*	Core	■	□	□	□	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Practice Informed Research	Core	□	■	□	□	□	■	■	■	■	■	■	□	■	■	■	■	□	■	□	□	■	■
	Placement Two	Core	□	□	■	□	□	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Wellbeing and Resilience in Childhood	Option	□	□	□	■	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Inclusion and Diversity	Option	□	□	□	□	■	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
Level 6	*Additional Learning Needs: Theory and Practice*	Core	■	□	□	□	□	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	ALN/SEND: Specialist Support	Core	□	□	□	□	■	■	■	■	■	□	■	□	■	■	■	■	□	■	□	□	■	■
	Practice Informed Research Project	Core	□	■	□	□	□	■	■	■	■	■	■	□	■	■	■	■	□	■	□	□	■	■

BA (Hons) Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)																								
Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Leadership and Professional Development	Core	☐	☐	■	■	☐	■	■	■	■	☐	■	■	■	■	■	■	■	■	■	■	■	■

Learning and teaching strategy

The delivery of the modules and their assessment reflect the University's Strategy for Supporting Student Learning and Achievement, the Graduate Attributes and Key Skills for Employability.

Glyndwr University is committed to catering for a diverse student population. A learner-centred approach will be adopted, reflecting the University's core values which promote respect of the individual within the context of the development of a community of learning. The programme team value and endeavour to draw upon students' past and current experiences and provide opportunities to enhance and build on those experiences in the light of new learning.

The programme will be delivered through a broad range of learning and teaching strategies, reflecting the diversity of content and approaches that professionals in relevant employment settings engage with and practise. This approach is highly regarded by partner agencies and placement providers. These learning and teaching strategies will be chosen to best suit a range of learning needs and include lectures, seminars, workshops, discussions, debates, role-play, group-based learning, individual and group tutorials, case studies, problem-based learning, visiting speakers, visit days and work placements, the use of technology where and when appropriate and the VLE (Moodle). The nature of the programme content and delivery aims to further interprofessional learning amongst peers reflecting the interprofessional nature of the children's workforce.

Delivery will be interactive and reflective. Peer group collaborative learning and peer review will also form part of the social constructivist approach to the modules. Students will be encouraged to develop their observational skills and to analyse their own practice and that of others. Throughout the programme, participants will be encouraged to reflect critically on both theory and practice, a theme which is considered throughout all modules. Participants will be encouraged to listen carefully to the views of others, to question values and opinions, to investigate evidence and draw their own informed conclusions. Participants will be encouraged to progress as independent learners and to develop the skills of collaboration and negotiation. The programme encourages personal development, including becoming an independent learner, an individual who is prepared to lead others and work on their own initiative and takes ownership of their career planning and progression.

The programme is planned as a coherent learning experience and the relationship between modules will be highlighted to students, encouraging them to draw upon learning in one module to inform learning in others. A generic level four year will encourage students to consider perspectives and experiences from across a range of interlinked disciplines as to how peers experience and address common issues. During levels five and six students will spend increased time within their chosen specialism and the placement experiences offered at each level will enable students

to reflect upon the theoretical perspectives explored in taught sessions, share and apply their experiences on work-based placement and relate this to current thinking and practice.

The Wrexham Glyndŵr Graduate

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
Preparing for your Placement	■	□	■	■	■	□	■	■	■	■	■	□	■	□	■
Learning to Learn in Higher Education	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
Placement One	■	□	□	■	■	□	□	□	■	■	■	□	□	□	■
Child Development and Play	□	■	□	■	■	□	□	■	■	□	■	□	■	□	■
Introduction to ALN/SEND	■	■	□	■	■	■	□	■	■	□	■	□	■	■	■
Understanding Family in Childhood	■	□	□	■	■	□	■	■	■	□	□	□	■	■	■
Curriculum Matters One	■	□	■	■	■	■	■	■	■	□	■	□	■	■	■
Supporting Children and Young People Comm. & Interaction	■	■	□	■	■	■	□	■	■	□	■	□	■	■	■
Practice Informed Research	■	■	■	■	■	■	■	■	■	■	■	□	■	□	■
Placement Two	■	□	■	■	■	□	■	■	■	■	□	■	■	□	■
Wellbeing and Resilience in Childhood	■	■	■	■	■	■	■	□	□	■	■	□	■	■	■
Inclusion and Diversity	■	□	□	■	■	■	□	■	■	□	■	□	■	■	■
Childhood Law, Policy and Practice	■	□	□	■	■	■	□	□	□	□	□	□	■	□	■
Working with Adverse Experiences in Childhood	■	□	□	■	■	□	■	■	■	□	■	■	■	■	■
Teaching and Learning Techniques	■	□	■	■	■	■	■	■	■	□	■	□	■	■	■
Curriculum Matters Two	■	□	■	■	■	■	■	■	■	□	■	□	■	□	■
Additional Learning Needs: Theory and Practice	■	■	□	■	■	■	■	■	■	□	■	■	■	■	■
ALN/SEND: Specialist Support	■	□	□	■	□	■	□	■	■	■	□	□	■	■	■
Practice Informed Research Project	■	■	■	■	■	■	■	■	■	■	■	□	■	□	■
Leadership and professional Development	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■

Work based/placement learning statement

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

A key feature of the degree programmes is the emphasis placed on work based/placement learning within a placement module embedded within each of the three levels of the programme.

At level four following a 'preparation for placement' module which aims to introduce students to professional competencies, health and safety and safeguarding children, participants will complete a 40 credit placement module 'Placement One' with the aim of completing a portfolio identifying professional competencies and key work-based skills within practice. Participants will be expected to complete a minimum of 90 hours and there is an attendance pass/fail element embedded within the assessment of the module.

At level five participants will complete a 60 credit placement module 'Placement Two' with the aim of completing a Research Journal as the basis for their research projects which will be completed at level 6. Participants will be expected to complete a minimum of 134 hours and there is an attendance pass/fail element embedded within the assessment of the module.

At level six participants will complete a 40 credit placement module 'Leadership and Professional development' with the aim of observing professional leadership skills in practice. Participants will be expected to complete a minimum of 63 hours and there is an attendance pass/fail element embedded within the assessment of the module.

Those participants who are in a relevant work based setting will be encouraged to use this setting to complete the placement modules. Students who require a placement will be supported by the Work Related Learning Unit (WRLU) who have longstanding experience in supporting students to find placements from within an extensive range of local contacts. Placement settings include a range of primary and secondary schools, resource provision units, special schools, pre-schools and other education and family settings. If they wish participants also have the opportunity to self-source a placement and the WRLU will support them to ensure that the placement meets health and safety and ethical requirements.

Whilst on placement students will receive support through a variety of means. At each level a Module Leader assigned to the placement module will offer academic and assessment support.
At levels 4 and 5 students will also be visited in placement by a placement tutor to ensure the well-being of the students and effective maintenance of the placement between student and setting.

At level 4 students will receive two placement visits in addition to ongoing support from the Placement 1 Module Leader.

At level 5 students will receive two placement visits and further support from a Research Supervisor who will ensure ethical expectations are being met during data collection for the Research journal. Additional support as required will also be provided by the Placement 2 Module Leader.

At level 6 students will be expected to manage and maintain the relationship between themselves and the setting, although they may call upon the support of the WRLU and/or module leader as required.

Procedures, expectations, roles and responsibilities and requirements of professionalism relating to placement are included in a placement handbook issued to students, placement providers and relevant members of staff. The handbook will also advise how concerns relating to placement may be raised.

Welsh medium provision

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

The Education team support Wrexham Glyndŵr University's commitment to the Welsh Language and work based/placement learning opportunities can be sought within the local areas. Some members of the staff team have a knowledge of the Welsh language and these staff can be allocated as personal tutors to Welsh speaking students as required.

Assessment strategy

Assessment tasks within the degrees have been designed to enable the development of a range of personal and professional skills and competencies that will be transferable and applicable in both academic work and professional practice. The programme team is aware of the needs and requirements of the range of related careers that students may enter and recognises that students need to develop skills that can be used across a wide range of contexts and as such assessment strategies for the programme. The assessment strategies for the programme have been informed by the QAA Quality Code for Higher Education, the Credit and Qualification Framework for Wales and Glyndŵr University documentation linked to learning, teaching, assessment and academic regulations.

They will :
- provide realistic scope that allows the candidate to relate to the aims and outcomes of the module.

- clearly state the expectations of the assessment and the methodologies to be used.
- use valid and reliable techniques of assessment,
- not be focused too narrowly.
- allow the candidate to demonstrate their analytical and reflective skills,
- allow candidates to integrate theory with practice and draw upon their own direct, personal, and professional experience,
- give opportunity for the candidate to demonstrate their own professional development,
- encourage consideration of equality of opportunity and anti-discriminatory practice,
- maintain ethical standards of confidentiality,
- be appropriate and sensitive to the needs of the children's workforce

Assessments include a variety of formal, informal, formative and summative techniques designed to support a student's professional development, academic understanding and confidence, enabling students to make links between theory and practice. Assessments enable students to realistically achieve the module learning outcomes, enhancing learning within and across modules and embracing inclusivity and diversity of student competencies. Methods are employed with respect of individual learning styles, needs and interests of the students. The proposed methods of assessment include 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. In particular assignments across the different levels of the programme will include:

Level four: Coursework; portfolio; presentation and essay.

Level five: Essay, portfolio; case study, oral assessment and poster presentation.

Level six: Essay; report; microteach; portfolio; case study and research project.

Each assessment is integral to the development of the individual. All assessments must be undertaken and where module assessments are in more than one part, all parts must be attempted and submitted to pass the module. Students are required to engage in electronic submission via Turnitin in all but exceptional cases.

Learners are informed of assessment requirements through module handbooks and assessment workshops. Assessment criteria are clearly communicated to students. Generic criteria applied to all module assessments will encourage critical reading of relevant literature and research, analysis and reflection and enable students to draw upon and evaluate their personal and work-based experiences. Work will be

assessed against each criterion and will be graded in accordance with the University's regulations for undergraduate study. Tutors use a rubric and feedback against the learning outcomes on Turnitin which provides feedback and feedforward to highlight strengths and areas for development. As part of the assessment process students are afforded the opportunity to receive formative feedback and it is expected that formative peer assessment opportunities will be encouraged further.

At each level there is an emphasis on credit-bearing placement opportunity. 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 and, it is expected that the placement opportunities will lead to a higher level of professional practice skills and positive impact on learning through understanding theory and subject matter within a relevant professional context.

There are no set exams. Students are assessed continuously on their course work at the end of assignment tasks and modules. The main formative assessment points are towards the end of each semester when modules are completed. These are indicated on the diagrammatic overview of programme structures and are listed below. The submission dates will be in accordance with the University academic calendar weeks for examinations and assessment.

Module code & title	Assessment type and weighting	Indicative submission date
EDN405 Preparing for your Placement	Coursework – 100%	SEM 1: Wk 25
EDN403 Learning to Learn in Higher Education	Coursework – 100%	SEM 2: Wk 38
EDN404 Placement One	Portfolio – 100% Attendance –pass/fail	SEM 2: Wk 41
EDN401 Child Development and Play	Presentation – 100%	SEM 1: Wk 26
EDN402 Introduction to ALN/SEND	Essay – 100%	SEM 2: Wk 42
EDN506 Understanding Family in Childhood	Essay – 100%	SEM 1: Wk 25
EDN501 Curriculum Matters One	Portfolio – 100%	SEM 1: Wk 25
EDN505 Supporting Children and Young People: Comm. & Interaction	Case study – 50% Portfolio – 50%	SEM 1: Wk 25
EDN504 Practice Informed Research	Essay - 50% Oral assessment - 50%	SEM1: Wk 15 SEM2: Wk 41
EDN503 Placement Two	Portfolio -100% Attendance –Pass/Fail	SEM 2: Wk 43
EDN507 Wellbeing and Resilience in Childhood (Option)	Poster Presentation – 100%	SEM 1:Wk 26

EDN502 Inclusion and Diversity (Option)	Poster Presentation – 100%	SEM 1:Wk 26
EDN602 Childhood Law, Policy and Practice	Essay – 100%	SEM 2: Wk 42
EDN610 Working with Adverse Experiences in Childhood	Report – 100%	SEM 2: Wk 43
EDN605 Learning and Teaching; Theory and Practice	Portfolio – 100%	SEM 2: Wk 43
EDN603 Curriculum Matters Two	Portfolio – 100%	SEM 2: Wk 42
EDN612 Additional Learning Needs: Theory and Practice	Written Assessment -50% Oral Assessment -50%	Sem 2: Wk 32
EDN601 ALN/SEND: Specialist Support	Case Study – 100%	SEM 2: Wk 42
EDN607 Practice Informed Research Project	Research Project –90% Coursework – 10%	SEM 2: WK 40 SEM 1: Wk 15
EDN611 Leadership and Professional Development	Attendance – Pass/Fail Essay – 50% Coursework – 30% Coursework – 20%	SEM1: Wk 15 SEM1: Wk 25 SEM1: Wk 25

Assessment and award regulations

Derogations

There are no derogations associated with this programme.

Non-credit bearing assessment

The placement modules – Placement One (level four), Placement Two (level five) and Leadership and Professional development (level six) each have an attendance based assessment. It is expected that participants meet a required minimum of 80% attendance (90 hours at level four, 134 hours at level five and 45 hours at level six). For students who pass the credit bearing academic assessments for the placement modules but do not meet the minimum 80% attendance requirement then further opportunities will be given to meet the attendance requirements such as extending the placement weeks or increasing the number of placement days where possible. However, this must be achieved before the June board (at first attempt) or September board (at resit) for level 4 and 5 students to be able to progress to the next level of the programme and students at level six will need to demonstrate attendance hours have been met to complete their degree.

Borderline classifications (for undergraduate programmes only)

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

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- Mark for the Practice Informed Research Project to be in the higher classification.

Ordinary Degree (for undergraduate programmes only)

To achieve an ordinary degree the following level six modules need to be completed:

BA Working with Children and Families:
- Childhood Law, Policy and Practice
- Working with Adverse Experiences in Childhood
- Leadership and Professional Development

BA Education:
- Learning and Teaching; Theory and Practice
- Curriculum Matters Two
- Leadership and Professional Development

BA Additional Learning Needs/Special Educational Needs and Disability (ALN/SEND)
- Supporting Learners with SpLD
- ALN/SEND: Specialist Support
- Leadership and Professional Development

Restrictions for trailing modules (for taught masters programmes only)

N/A

Prerequisites for proceeding to the research component (for MRes programmes only)

N/A

Quality Management

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

Student Evaluation of Module forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities

National Student Survey (NSS)

Learning support

Institutional level support for students

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

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

Support for students and their learning

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 expected that participants will meet with their personal tutor for a minimum of three sessions per academic year. Where possible, Welsh speaking participants will be assigned a welsh speaking personal tutor.

Initial contact will be made with the student at the start of the new academic year and the personal tutor shall meet with the student at other points in the academic year, if required to do so. Regular and on-going access to staff will help ensure that any academic and personal issues are addressed and any subsequent help and support is provided, if needed. Any meetings will be held in an appropriate location to ensure confidentiality is maintained.

In addition to providing academic and personal support to students, the personal tutor will be responsible for providing feedback to colleagues on their personal students and if needed, will communicate with other support services. At all times, a safe, confidential and supportive relationship with students will be a priority. To help facilitate this, once allocated a personal tutor, they will be the nominated main contact person for the student throughout the entire programme. Should a student wish to change their personal tutor at any time, the student should be informed that they are entitled to do so and should be given information how to do this.

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 Equality and Diversity Policy https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/ 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 and have a longstanding history of supporting both widening participation and a diverse student population. 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 their 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.