

**Review of Professional Youth Worker**

**Endorsement Guidelines**

Review of the Requirements for Professional Endorsement by the Education and Training Standards Committee Wales of Higher Education courses and programmes which are recognised by the Joint Negotiating Committee (JNC) for Youth & Community Workers as conferring Professional Youth Worker status.

**Name of person submitting comments: …………………………………………………**

**Organisation: ……………………………………………………………………………………………**

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| **SECTION 1: Policy context of youth work in Wales** |
| * ***Description***
 |
| **Your comments** |

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| **SECTION 2: Nature and purpose of Professional Endorsement** |
| * ***Description***
 |
| **Your comments** |

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| **SECTION 3: Requirements for the content of submissions** |
| * ***Criteria and evidence to be included in a submission***

There are 17 required aspects for the submission document. In order to guide institutions the criteria for each aspect are supplemented by a description of material that would provide sufficient evidence of adherence to those criteria. In judging submissions ETS Wales will evaluate the congruence of the documentation provided by the institution with the criteria set out in this section. Material must be submitted in line with the requirements set out in this section.Please track changes as necessary and add any further comments in the relevant boxes below. |

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| **1. Organisational Arrangements** |
| ***Criteria***. Institutions must clearly articulate:* the identity of the institution(s) to which all matters relating to the programme should be addressed;
* details of partnership arrangements, if any, including the respective responsibilities of all parties to the partnership;
* the status of the institution.
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| ***Evidence***Submissions must contain:* all relevant contact names and addresses;
* copies of contracts of any partnership arrangements to secure the programme.
 | **Comments** |

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| **2. Nature of the Award** |
| ***Criteria*** Institutions must provide evidence that the programme: * carries a qualification or credit at the appropriate level;
* is clearly identified to students as leading to professional qualification in youth and community work as defined by JNC;
* offers transferable credits to students transferring between institutions.
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| ***Evidence***Submissions must state precisely:* the name/title of the qualification to be awarded
* the name of the awarding body/bodies - full title, address, status of organisation
* the name of the academic /validation body and/or any other form of endorsement/validation or accreditation secured or sought;
* the academic level of the award;
* the minimum length of time of study required to achieve the award, including part-time variations, and the normally allowed maximum;
* the methods used to deliver the programme, including electronic or distance learning;
* how the institution offers transferable credits to students transferring between institutions.
 | **Comments** |

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| **3. Market Analysis**  |
| ***Criteria***Institutions must demonstrate that they:* have undertaken relevant market research to determine the demand/need for the programme and that there is a sufficient pool of suitable potential recruits and appropriate placement opportunities.
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| ***Evidence*** Submissions must contain:* a brief introduction outlining relevant background including a description of the development of the programme and any special features of the organisation or the local community. It should refer to any recent consultations, previews or inspections. In particular, any report from QAA (institutional review or subject inspection) must be made available for courses at NQF Level 4-7.
* similarly, any relevant Estyn inspection reports should be included.
* results from market research undertaken to explore the employment needs of the locality and the region, and the occupational prospects of the students.
* information (e.g. minutes of meetings) that demonstrate that consultation has taken place with appropriate bodies e.g. Welsh Assembly Government Youth Work Strategy Branch, Principal Youth Officers (Wales) and the Council for Wales of Voluntary Youth Services.
 | **Comments** |

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| 4. Confirmation of Professional Recognition |
| CriteriaInstitutions must ensure that: * the award is a clearly named professional one, distinguishable from other academic or non-professional programmes. The term “Youth Work” must be in the title of the award;
* students will receive formal written notification from the institution of professional recognition of their qualification by ETS Wales and JNC, without obligation on the part of the student to apply first for such notification. Where possible it is also expected that professional recognition is included on the academic certification of the award provided to the student.
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| ***Evidence*** Submissions must contain:* details of the institution’s practices in this area and examples of documentation and certification.
 | **Comments** |

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| **5. Length of Programme** |
| CriteriaInstitutions must provide evidence that the programme contains the following elements:complies with the minimum period for professional endorsement :* **Undergraduate Programmes (NQF Level 4-6):**
* three years full time (or part time equivalent)
* **Post Graduate Programmes (NQF Level 7):**
* one year full time (or part time equivalent)
* complies with the **minimum** requirements of fieldwork practice:
* 800 hours over a programme whose minimum length is three years full time
* 300 hours over a programme whose minimum length is one year full time
* (this will be subject to ongoing review in light of developing practice in the UK).
* the practice commitment at undergraduate level and postgraduate level is for a minimum of 30 hours a week for full time students (or equivalent for part-time modes, however expressed) and must require students to devote at least 50 per cent of their committed time to face-to-face practice with young people. The practice should enable the student to demonstrate in different ways a range of competencies as referred to in Section 1 of this document.
* the practice arrangements include a structure that requires that students undertake a placement in each year of the programme at the academic level of their study and at least two placements in different locations over the life of the programme. Arrangements should also be in place for students wishing to undertake a placement in Welsh. The alternative placement must take place in a location which ensures that students:
* experience different organisational structures and arrangements;
* follow a programme of work which is new and challenging;
* have a different supervisor and line-manager;
* wherever possible, students should move to a different employer, although there may be occasion when a move within a large organisation (a local authority or national voluntary organisation)is justifiable and the only feasible alternative.
* the minimum acceptable length for the alternative placement is 200 hours for undergraduate programmes and 120 hours on a postgraduate route.
* the third year placement for undergraduate programmes focuses on the student’s final element of study.
* that Honours degrees contain assessed youth work practice on each level of the programme and seek to integrate the academic aim of an honours degree with the aims of professional practice.

ETS Wales recognises that institutions will structure the timetable to the mutual benefit of students and staff taking account of both personal considerations and ways of learning. There may be increasing reliance on the programme on the use of distance learning methods and computerised learning. However, the programme must provide evidence that the curriculum provides for the development of highly skilled interpersonal and intervention work with both individual, and groups of young people. * **In a programme leading to a professional qualification, sponsors will require full attendance (measured at a minimum of 80 per cent) and participation across all core elements of the curriculum. The institution’s quality assurance and management arrangements for the programme should ensure adherence to this requirement.**
* ‘Fast track’ systems that reduce the overall number of years that it can take a student to complete an Honours degree will not normally exceed 45 weeks study per year and will ensure that the workload is not prohibitive of a student maintaining effective employment and securing their health.
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| ***Evidence***Submissions must contain:* a clear specification of programme length including practice allocation;.
* detail of the minimum length of study required to achieve the award, part time variation, and the normally allowed maximum;
* a policy available to students, practice agencies and employers outlining the *Requirements* for all practice placements and how they meet the different levels of the Programme and the needs of students wishing to undertake a placement in Welsh;
* a clear explanation of how employment based routes are managed and supported within a programme, highlighting any specific or particular variations to procedure; an explanation of how the approach to study used ensures that the curriculum provides for the development of interpersonal, intervention and group work skills with young people;
* details of policy and practice associated with student attendance and participation.
 | **Comments** |

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| **6. Accrediting Prior Learning (APL) and Prior Experiential Learning (APEL)** |
| APL refers to the accreditation of prior formal learning including assessed practice. APEL refers to accreditation of prior experiential learning that has not been formally assessed within credit bearing programmes but is the result of work and life experience.Criteria* Institutions must verify that:
* they have taken into account international and UK developments in recognition of prior learning and rules of combination for credit. The unit based approach to the award of credit allows for the wider recognition of a set of achievements, as individuals will not have to demonstrate that they have completed a full qualification to earn credit. Under the rules of combination, credits from different levels can be combined as long as no more than 20% of the credits are used from the lower level. Under this endorsement, at Level 4 this can be taken forward where:
* no more than 20 credits at Level 3 are set aside for this purpose; and
* the programme is combined to a recognised JNC Youth Support Worker qualification.
* they will only accept for APL tangible evidence, such as copies of certificates or transcripts, of a similar level of attainment in a comparable programme of study in an equivalent institutional setting;
* any such APL system forms part of a larger, institution-wide, procedure; and
* advanced standing to the second level of a programme may only occur where:
* the prior learning to be credited for the first level of the programme includes assessed practice on a recognised JNC programme such that at the end of the third level of the programme the student will have completed 800 hours with 50 per cent face to face practice with young people; or
* the prior learning to be credited at the first level of the programme includes assessed practice that meets the following criteria:
	+ practice has been supervised with reports written by both supervisor and student;
	+ practice involved group work;
	+ practice took place in a range of contexts;
	+ practice involved work on social and personal development;
	+ learning achieved covers, and has been mapped to the NOS for Youth Work;
	+ evidence of practice and reports are produced;
	+ at the end of the third level of the programme the student will have completed 800 hours with 50% face to face practice with young people; and
	+ when awarding credit within an APL system institutions must indicate which field work elements of their programme are essential for personal and professional development and mandatory for the student’s progression; or
* the institution has sufficient bridging requirements set in place to accommodate any extenuating circumstances that may result in the failure to complete the required practice.

**And in all cases:*** the award of advanced standing for APEL is not permitted within the endorsed programmes leading to the award of professional status
* admission to the beginning of professionally endorsed programmes through APEL is valid, valuable and encouraged
 |
| ***Evidence***Submissions must contain:* a statement on how the institution has explored ways of accrediting the learning achieved through a recognised JNC Youth Support Worker qualification under the rules of combination or through other means;
* a definitive statement on APL and admissions to the programme with advanced standing, and evidence of how it is applied;
* a definitive statement on APEL and admission to the programme, with evidence of how it is applied;
* copies of institutional procedure relating to APL;
* where the institution’s procedure allows for APEL to provide advanced standing at admission, a clear statement identifying the accepted break in procedure made in relation to the programme being proposed; and
* where applicable, details of bridging requirement in place to cover extenuating circumstances
 | **Comments** |

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| **7. Professional Focus, Coherence and Structure** |
| CriteriaInstitutions must set out:* a coherent rationale for the programme indicating how it leads to professional development and recognition;
* how theory and practice are inter-related particularly during student assessment procedures;
* the inter-relationships of all elements of the programme to ensure that the rationale is met and the outcomes secured;
* how the programme includes attention to underlying principles and values;
* how the National Occupational Standards for Youth Work, the Youth Work Curriculum Statement for Wales, the National Youth Service Strategy for Wales, QAA subject benchmark statement for Youth and Community Work, QAA Code of Practice, Section 9: Work-based and placement learning and the JNC Framework have been used in the development of the programme
* separate presenta~~t~~ion of the detailed curriculum which must include reference to key contemporary developments and publications in youth policy and practice. Details of the modules must be presented as an accompanying document.
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| ***Evidence***Submissions must contain:* a detailed description of the nature of the programme, its main emphases and orientations, structures and systems;
* demonstration of how the course content meets the Requirements as set out in Section 2 (paragraphs 59-64);
* well-balanced and up to date reading lists drawing upon broader theoretical literature and specialist publications, an explanation of how more extensive lists of references are identified to students and an explanation of processes in place to ensure regular review and revision of references and resources drawn on within the programme.
 | **Comments** |

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| **8. Application of Equality and Diversity Principles** |
| CriterionInstitutions must provide:* evidence that the institution’s policies on equality and diversity are in existence and applied appropriately to the programme. Within this, that the principles of equality and diversity set out within **Section 1** are enshrined within all practices and curriculum content of the programme.
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| ***Evidence*** Submissions must contain:* the institution’s current equality and diversity policy statement including its Welsh language policy and evidence of its application;
* explanation and evidence of how the policy has been adopted in practice within the programme.
 | **Comments** |

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| **9. Programme Delivery: Teaching and Learning Methods** |
| CriteriaInstitutions must demonstrate that:* there are sufficient resources;
* various forms of good practice in teaching and learning are used;
* students’ competence in ICT at an appropriate level is ensured;
* students’ learning needs are identified and their needs addressed;
* student’s Welsh language needs are identified and their needs addressed;
* students have access to ICT resources, at appropriate levels and convenient times;
* consultative structures are available to allow students to participate actively in their learning.
 |
| ***Evidence***Submissions must contain detailed information on:* the teaching and learning methods employed on the programme;
* sizes of teaching groups, the amount of individual and small group tutorial time;
* support mechanisms for students with learning difficulties;
* support mechanisms for Welsh speaking students;
* the extent and nature of student participation;
* the opportunities for students to influence the learning processes;
* methods employed to ensure that students are confident and competent users of ICT.
 | **Comments** |

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| 10. Practice Arrangements |
| CriteriaInstitutions must provide evidence that:* practice elements are integrated within the overall programme structure and are used effectively as a key means of securing students’ learning, development and improved practice;
* students undertake three placements, two of which must be in different locations and adhere to the requirements set out under **Length of Programme** (see aspect 5);
* students wishing to undertake placements in Welsh are able to do so;
* students receive an adequate number of visits in their placement from a tutor, suitable to the placement level, length and particular needs of the learner;
* all field work supervisors visiting students on placements have had CRB checks and are ISA registered. Special arrangements may be made in exceptional circumstances, such as overseas placements;
* practice focuses on working directly with young people in a youth work setting and such face to face practice should constitute no less than 50 per cent of the overall practice time set out under **Length of Programme** (see aspect 5);
* students have ready access to a JNC professionally qualified and experienced worker to reflect on their practice and this relationship is seen as a key means of developing student understanding and learning and improving student practice;
* one of the signatories on the final placement report (pass/fail) must be a JNC professionally qualified and experienced worker, trained in placement supervision;
* the institution has a well-managed system for organising practice and assuring its quality;
* assessment tools are used that enable judgment of a student’s progression and performance in respect of professional competence as defined in **Section 2;**
* supervisors are provided with support and training for their roles and, within this, that assessors and supervisors receive clear guidance on the use of assessment tools for development and judgment of student performance;
* arrangements are in place for input from the programme team, and tutors, in approving the quality of the practice agency and supervision and supporting the student throughout the placement;
* arrangements for students in employment-based placements are clearly detailed in written agreements; practice opportunities are available in a range of different organisational settings including the voluntary sector;
* measures for achieving consistency in the assessment process are assured;
* the institution monitors its practice arrangements annually and includes its findings in the annual report to ETS Wales.
* equally robust arrangements apply for placements overseas.
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| ***Evidence***Submissions must contain details of:* the aims of practice including specific aims, objectives and learning outcomes for the various practice elements;
* assessment methods;
* the roles of the all partners and individuals involved in the practice programme, including their roles in promoting learning and improving student practice;
* administrative arrangements and responsibilities for setting up placements - role of student, tutor and others involved, the latter to include (where applicable) contractual procedures with employers, procedures for conflict resolution, procedures for establishing placement contracts including any payment;
* arrangements for ensuring that students receive the required visits from a tutor during their placements and that these are used to develop student understanding, skills and practice;
* arrangements for ensuring that field work supervisors visiting students on placements have up to date CRB approval and are ISA registered;
* briefing procedures, liaison with, support and training offered to the practice agencies and supervisors;
* details and guidelines for the student’s placement reports and other required assignments;
* emergency procedures - personal, professional, financial;
* a rationale for the distribution of time and scheduling of block and/or concurrent practice;
* arrangements for ensuring the appropriate JNC professional qualification of supervisors used, with criteria for recruitment, selection and training (including the induction programme for new supervisors)of practice supervisors, and a budget for overall practice programme;
* staffing arrangements for establishing and maintaining a pool of suitable placements including Welsh speaking placements (a list of placements to be included with the submission), coordinating placements and supervising practice;
* the means by which early intervention can be made to improve the student placement where circumstances demand it;
* how the quality of practice placements is assured on a continual basis, including procedures for profiling locations and keeping them under review to ensure that the development of students’ skills and experiences is delivered in suitable settings, and procedures for vetting and/or removing unsuitable locations;
* the latest external examiner or other annual evaluation report on the operation of the practice aspects of the programme. A comprehensive booklet detailing the practice arrangements must be compiled annually and distributed to students and all those involved in managing, co-ordinating or supervising practice students. A copy must be included with the submission.
 | **Comments** |

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| **11. Assessment methods within the programme** |
| CriteriaInstitutions must ensure that the assessment process has:* a range of tasks commensurate with the competencies in the NOS;
* a manageable schedule of assignment tasks;
* measures to ensure fairness and consistency within and between modules and between students;
* systems in place for students to submit assessed work in Welsh;
* a system of compensation (if any) which excludes failures in practice; a system in place to address issues of fitness to practice;
* a robust external examining process that secures professional competence and comments on how well the programme serves as a basis for professional formation, the strengths and weaknesses of programme aims, process, content and management in this respect, and how well the immediate field-partners are involved in, and satisfied by, the programme;
* at least two external examiners, one of whom must be an academic and the other must:
* hold a senior post in a field-based organisation;
* hold a JNC recognised qualification in youth and community work;
* have a minimum of three years experience in a senior position within youth and community work (either the statutory or voluntary Sector);
* have practical experience of youth work training in statutory or voluntary setting.
 |
| ***Evidence*** Submissions must contain a detailed description of the structures and system for assessment, to include:* an assessment schedule containing information about:
* the nature of assignment(s);
* length/amount of work required to complete a module;
* range of modes of presentation;
* assignment submission dates for each level of the programme for the year;
* weighting/contribution to the overall total of credits.
* clearly stated criteria for assessing work of all types;
* staff identified who will assess students submitting work in Welsh;
* arrangements relating to compensation, issues of fitness to practice, late submissions and appeals;
* procedures for securing consistency in assessment standards;
* the extent, if any, of self and peer assessment;
* the institution’s formal arrangements for assessment, i.e. committees, boards;
* procedures for appointing and dismissing external examiners and the key functions of the role;
* procedures for the supervision and assessment of placements, including Welsh speaking placements.
 | **Comments** |

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| **12. Leadership, Management and Development of the Programme** |
| CriteriaInstitutions must ensure that there is:* a commitment to the programme at all levels and sufficient resources devoted to it to allow for its effective delivery;
* a dedicated structure for or representing the programme team to oversee the programme;
* a commitment to improve and develop the programme through its period of endorsement;
* a clear system for strategic and operational leadership and management;
* formal representation of local employers (voluntary and statutory Youth Services) and regional groupings in the management of the programme and the impact on course delivery and development;
* student representation in the management process; where there are partner organisations involved in the management and delivery of the programme, there are clearly defined roles and responsibilities for each partner;
* a practical commitment to contributing to the development of the Wales Coherent Route (WCR) through collaboration with other HE providers to support access and progression.
 |
| ***Evidence*** Submissions must contain:* detailed information about resources for the programme in the form of budgetary evidence and a signed statement from the chief officer of the institution that this commitment will be (or continues) to be honoured;
* the organisational structure and programme location within the institution;
* the structure, composition, terms of reference, responsibilities and powers of programme committee (or equivalent, however named);
* the range and remit of staff roles e.g. programme leader, field work co-ordinator/manager
* overall staffing, funding and resourcing, future plans and contingencies;
* the staff development programme and how outputs from it enhance the programme of study for students;
* mechanisms for regular structured involvement and consultation by representatives of the field, practice agencies used and employers with respect to the quality and development of the programme’s curriculum, structures and practices.
* examples of changes in the programme made in response to feedback from the field;
* a copy of the written partnership agreements between organisations/institutions involved in the management and delivery of the programme.
* minutes of meetings with other HE providers regarding the development of the WCR.
 | **Comments** |

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| **13. Quality Assurance Systems** |
| CriteriaInstitutions must provide evidence of:* institution-wide procedures and systems for effective monitoring and evaluation of the programme, including analysis of data showing trends and outcomes and benchmarking against those of other institutions; and
* relationship of these procedures and systems to review activities within the programme as set out under Leadership, Management and Development of the Programme (aspect 12);
* effective procedures and systems for planning for improving quality and raising standards;
* student progression and retention from one level of the programme to another and successful completion as well as attrition across the life of the programme;
 |
| ***Evidence***Submissions must contain:* material explaining the institution’s systems and procedures for the monitoring and evaluation of the programme and its structures including self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence and the use of data;
* analysis and evaluation of available data on trends and outcomes and benchmarking against those of other institutions;
* details of how the institution sets clear priorities and actions to bring about improvement including the allocation of adequate resources to support the priorities and how the actions taken have resulted in measurable improvements;
* any internal or external reports of the programme, e.g. from the Quality Assurance Agency or Estyn.
* clear rules and regulations regarding student attendance and attainment.
* details of how the institution tracks student retention across the life of the programme.
 | **Comments** |

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| **14. Admissions** |
| CriteriaInstitutions must set out:* a clear strategy and evidence of a well-managed system for recruitment and selection;
* a clear rationale for any target groups linked with the professional focus of the programme;
* rigorous selection criteria that include requirements for personal, academic and practical youth work experience on entry as follows:
	+ a minimum practical experience requirement of 100 hours for undergraduate entry and 200 hours for post-graduate entry. Practical experience should be with the relevant age group, evidenced and signed off by a qualified practitioner;
	+ a requirement for prospective students to undergo a process that demonstrates their ability to cope with the academic content of the programme.
 |
| ***Evidence***Submissions must contain:* a comprehensive strategy for recruitment linking projections, target populations, regional and local emphases with the professional focus of the course that is consistent covering collaborative provision;
* the size and categories (if any) of the group the institution seeks to recruit - indicating maximum and minimum numbers;
* copies of the prospectus (or equivalent publication);
* any restrictions on application with reference to ‘professional and personal suitability for Youth Work’ in **Section 2**;
* requirements and criteria for admission, including minimum practical experience and qualifications and the information sought on applicants’ criminal records;
* evidence of valid CRB checks and ISA registration on all new students at their time of entry and arrangements for undertaking and responding to the outcomes of CRB checks and ISA registration;
* details of how the institution assesses the basic skills of students along with the initial and on-going support provided;
* guidance given to, and composition of selection panels;
* the extent to which the Admissions Strategy reflects the institution’s commitment to equality and diversity;
* evidence that admissions requirements are made clear in all marketing literature and material.
 | **Comments** |

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| **15. Staffing and Resourcing** |
| ***Criteria***Institutions making a submission must ensure that there is:* a well-balanced and experienced core of staff (no fewer than two JNC professionally qualified and recently/currently experienced) dedicated to the programme;
* a wider team of staff contributing to the programme as a team, with a range of relevant/appropriate specialist skills and knowledge, and relevant/appropriate/recent field experience;
* a minimum of one core full time JNC professionally qualified and experienced staff member for each full-time year group (or equivalent cohort);
* a programme leader and staff member responsible for practice who are JNC professionally qualified and experienced;
* a limit on the employment of external sessional teaching staff which should not normally exceed 30 per cent of the FTE quota for the programme;
* an appropriate student-staff ratio, usually no more than 20:1 for Degree programmes and 16:1 for Postgraduate programmes;
* dedicated administrative support for the programme;
* formal verification supplied of staffing levels appropriate to criteria set out in this paragraph for each location/site in use should a programme operate from, or begin to operate from more than one distinct site/location.
 |
| ***Evidence*** Submissions must contain detailed information on:* core staff: those who dedicate the greater part of their time to the programme. They will normally be employed full-time in the institution. It is expected that every route in a programme should have at least one designated core member of staff responsible for the management and implementation of the programme (programme leader or equivalent role) with dedicated administrative support;
* main support staff who give between between 40 and 60% of their work to the programme, making a significant contribution to it;
* occasional staff who normally onlycontribute to discrete areas of the curriculum on a restricted basis. Staff will be appropriately qualified in the subject area concerned and have some understanding of its link to the context of the occupation;
* contributions by visiting lecturers that are to be incorporated as an integral part of a programme of professional education and training. Such contributions should include input from fieldwork practitioners;
* the staff involved and the range of duties entailed, including research commitments in the area of youth work. Information should be included on:
* modules/units for which responsible (inc. level of commitment);
* supervisory/tutorial role (institution or field-based);
* other roles within the programme
* other responsibilities in other programmes;
* an indication of whether staff are core, main support, occasional or visiting;
* all staff, who will be appropriately qualified in the subject area concerned. Core staff will possess a JNC qualification and be knowledgeable about and familiar with current youth and community work practice, and committed to its promotion and development. Where an institution has a staff team which is not able to reflect the range of skills and perspectives required for an effective programme, it must describe the strategies and timescales it proposes to adopt to secure effectiveness;
* staff/student ratios to ensure that the course can be delivered effectively. The proportion of staff delivering the programme from each of the four categories set out above should be clearly indicated;
* the staffing policy must reflect the institution's commitment to equality and diversity and implementation of its Welsh language policy;
* curricula vitae of all of the core and main support staff (including field work practice supervisors) to a format recommended by ETS Wales (see Appendix 5). A separate table should be included summarising the contributions of hourly paid staff recruited from external agencies and the particular responsibilities carried by them;
* the group size and tutorial provision related to the programme content and mode of delivery. In particular, ETS Wales will require evidence that the deployment of staff allows for work with individuals and small groups of students;
* the current edition of the staff development programme and any continuing professional development framework.
* administrative staff- the staff involved, range of duties and dedicated hours.
 | **Comments** |

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| **16. Other Resources** |
| CriteriaInstitutions must verify that: * a physical base for the programme is identified;
* accommodation for the programme enables a full range of teaching and learning methods to be employed, including up to date ICT;
* resources are at a level and quality such that the programme can be delivered effectively;
* there is a diversity of resources to meet different learning needs.
* modular material is available in Welsh if required.
 |
| ***Evidence*** Submissions must contain:* details of the accommodation available to the programme and whether it has exclusive or shared use;
* a detailed breakdown of all other learning facilities and resources, including the level of resources for all learning facilities, i.e. written materials, information technology, audio visual aids and access for staff and students to libraries;
* accommodation and resources for people with a range of different learning needs with a clear indication of those categories of need for which facilities are not appropriate. Strategic planning to develop such facilities should be included in the submission;
* examples of modular material in Welsh where required;
* arrangements for childcare, if any.
 | **Comments** |

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| **17. Student Handbook** |
| CriterionInstitutions must verify that :* a current and comprehensive handbook for the programme will be made available to all students at the commencement of each year of the programme.
 |
| ***Evidence***Submissions must contain the current edition of the student handbook. It is expected that this would normally contain:* a curriculum outline;
* information on assessment procedures, methods and deadlines;
* relevant administrative and managerial information;
* information about sources of formal and informal assistance;
* advice and support for disabled people, black and women students, people from cultural and religious minorities and lesbian and gay people;
* information on student rights, including the formal academic appeals procedure;
* any supplementary documentation that is provided annually in relation to the academic level.
 | **Comments** |

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| **Any additional comments** |
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| **SECTION 4: The Endorsement and monitoring process** |
| * ***Description***
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| **Comments** |