

OFFICE USE ONLY	
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PROGRAMME SPECIFICATION

MA Public Service Leadership
BA (Hons) Public Service Leadership

1	Awarding body Wrexham Glyndŵr University
2	Programme delivered by Wrexham Glyndŵr University
3	Location of delivery MA and BA (Hons) Wrexham Glyndŵr University/St Asaph Standalone Modules: Wrexham Glyndŵr University and Optic Centre in St Asaph
4	Faculty/Department Faculty of Life and Social Sciences
5	Exit awards available Certificate of Higher Education in Public Service Leadership Diploma of Higher Education in Public Service Leadership BA Public Service Leadership Postgraduate Certificate in Public Service Leadership Postgraduate Diploma in Public Service Leadership MA Public Service Leadership

6	Professional, Statutory or Regulatory Body (PSRB) accreditation
	No PSRB accreditation
7	Accreditation available
	N/A
8	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)
	N/A
9	JACS3 code
	L211
10	UCAS code
11	Relevant QAA subject benchmark statement/s
	Undergraduate Business and Management Feb 2015 http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-management-15.pdf?sfvrsn=c7e1f781_10
	Postgraduate Business and Management June 2015 http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16
	Social Policy Feb 2016 http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-social-policy-16.pdf?sfvrsn=4895f781_10
12	Other external and internal reference points used to inform the programme outcomes
	The University has formed a partnership with the Leadership Centre and its National Director for systems leadership, and leadership practice, Do-Well (UK) Ltd. Both bring expertise and practical knowledge as well as a deep understanding of the context in which the programme has been developed, in particular drawing on the practice and application of systems leadership in current practice.
	All Wales Public Service Graduate Programme led by Academi Wales is a programme that supports the development of a cohort of graduates to work and 'lead' across organisational boundaries. Systems leadership would be an essential focus for this programme and highlights the shift in thinking.
	Other external reference points and stakeholder engagement are covered in section 10 of the Programme Checklist.
13	Mode of study
	MA Public Service Leadership: Full and Part time BA (Hons) Public Service Leadership: Full Time

14	Normal length of study
	Post Graduate: One year full time, Two years part time Undergraduate: Three years full time
15	Maximum length of study
	Undergraduate full time: Five years Post Graduate full time : Two years Post Graduate Part time: Five years
16	Language of study
	English

17 Criteria for admission to the programme

Standard entry criteria

MA Programme:

- Students will already possess a related first-degree (normally 2:1 or above although 2:2 is also accepted with an interview).
- A non-graduate may be accepted as a candidate provided they have held, for a minimum of two years, a responsible position, which is relevant to the programme within the previous five years.
- Applicants will be interviewed by person. In respect of admissions, the programme shall apply Glyndŵr University's RP(E)L regulations (see below).

BA (Hons) Programme:

- 112 UCAS tariff points or equivalent OR
- Pass in an Access to Higher Education programme

AND

- The student must demonstrate in their personal statement a readiness to engage in Higher Education and the motivation, in particular, to undertake the study indicated.

International students may enrol on the programmes subject to the above requirements and meeting the University's English language proficiency and visa requirements as below:

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).

Standalone Modules

Post-Graduate: Entry onto the standalone modules will be as indicated for the MA award.

Certificate/Diploma/Degree Level: Entry to the level 4 Standalone modules will be as indicated for the BA (Hons) programme. Entry to the Level 5 and 6 standalone modules will be dependent on having a level 4 or level 5 qualification respectively. However, a candidate not meeting those requirements may be accepted onto a level 5 or level 6 standalone module if:

- i) They have held, for a minimum of two years, a responsible position, which is relevant to the programme within the previous five years;
- ii) They can demonstrate in their application, some ability to critically reflect on their work and on the nature of leadership and team working.

DBS Requirements

Arrangements for student to undertake placements at level 5 will commence at the end of level 4. There are no specific DBS requirements to commence on the programme. However, some students undertaking particular placements may be required to supply a DBS to the placement provider and meet other standards in accordance with their expectations. Where this is necessary, the cost will be borne by the student.

Non-standard entry criteria and programme specific requirements

N/A

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

Programme specific restrictions

No Programme Specific restrictions

19 Aims of the programme

The aim of the **BA (Hons) and the MA Public Service Leadership** is to develop a contemporary programme, led and delivered through a strategic partnership with the Leadership Centre, leadership practice Do-Well (UK) Ltd, Wrexham Glyndŵr University and wider partners.

The programmes will support the growing need to work beyond professional, organisational and sector boundaries to deliver transformational change across sectors and support the vision of a fairer, more prosperous Wales through the Well-being of Future Generations Act (Wales) 2015. <http://futuregenerations.wales/about-us/future-generations-act/>

It will develop a new way of working and a new mind set in students that will support and address the challenges of increasing expectations from services, decreasing resources, complexity and uncertainty, regulations, risks and need for increased resilience in individuals and organisations. 'Wicked' (Grint 2010) enduring issues will not be solved by management solutions or silo models of working.

Systems Leadership is the key focus of the programme supporting students to develop skills and tools to understand systems, people and groups related directly to practice and application.

The BA (Hons) Public Service Leadership programme aims to:

- Educate a new generation of current and future systems leaders and build the enduring relations we need for long terms, sustainable change
- Develop and build resilience skills to enable graduates to work better in complexity, uncertainty and ambiguity
- Strengthen the understanding between the underpinning theory of systems leadership and its practical application in public service delivery to encourage new thinking in leaders. Graduates will be able to transfer these skills across any sector or organisation
- Enable graduates to become change agents with the skills to build the relationships that enable others to lead. They will be able to better deal with and learn from failure, solve problems collectively and have the ability to drive change through values and commitment.

The broader programme aims of the MA Public Service Leadership programme are:

- To provide an advanced level programme for students wanting to critically analyse the theory and practice of System Leadership
- To engage students in critically assessing and synthesising theoretical perspectives on leadership and public service policy, practice and outcomes

- To develop advanced appreciation of the complexities of leading and achieving sustainable change in the multiple interacting and intersecting systems of public service
- To critically reflect on the application of a systems leadership approach to supporting change.

20 Distinctive features of the programmes

- Builds individual resilience and shapes graduates to become future thought leaders in 'System Leadership'
- Taught by leading public service managers and leaders and academics
- Creates educational pathways into middle and senior management levels
- Students will build a strong and sustainable networks and links with public service and third sector organisations for both professional and personal development and advancement
- Students will develop skills in enquiry based learning methodologies as they engage with simulated leadership challenges.
- The programmes will provide students with interdisciplinary knowledge of Leadership and System Leadership allowing them to develop problem solving and decision-making abilities that can be deployed in a variety of public sector context
- Taught by staff working at a border University who are sensitive to the UK and international context
- The content of the programmes focus on the use of system leadership to tackle and address the complex challenges that public services face of increased demand with less resources and increasingly complex social challenges
- Although the programmes have been developed with the Well-being of Future Generations Act (Wales) 2015 in mind, these programmes are appropriate for leaders in all sectors across the UK.
- The degrees are flexible, allowing different ways of learning to suit the needs of students and those combining education with work.

Benefits to graduates and employers:

- Graduates will join a community of system leaders and will be able to put theory to practice in any sector
- Graduates will benefit from leadership centre expertise and practitioners that have first-hand and current knowledge and experience. They will be able to deal with and respond to volatility, uncertainty, complexity and ambiguity in the workplace where more traditional leadership models (command and control or hierarchical/linear based) don't work effectively and will instead focus on emergent approaches that work across boundaries

- Employers will develop a new generation of leaders that have the education and practical knowledge to work in new ways to improve their lives of the citizens that we all serve.

21 Programme structure narrative

The programme structure has been shaped collectively by sector leaders:

- It has been designed to be **flexible and agile** to balance learning with working life, delivered as both undergraduate and postgraduate programmes as well as standalone modules that can support different demands from organisations to support system leadership approaches and mind-set.
- This has been **shaped and developed collectively** with members of the 2025 social movement, key employers from private, public and third sector.

Discussions with stakeholders and employers Leadership and Learning conference in April 2018 reflected the **demand for a practical focus for the programme**, creating a **leadership community and platform for sharing**, the programme should be agile to deliver standalone modules as well as full programmes. Leaders should develop **capability but also humility** to work with and alongside communities and appreciate **lived experience** to inform approaches in a **dispersed leadership** model. Key skills identified that the programme needed to ensure were focused on were communication and **listening skills, personal and organisational resilience, courage, empowerment, attitude and adaptability**.

Programme delivery

The **MA programme** will be delivered **full time over 12 months, or part time over 24 months**. The full-time programme will be delivered over two days per month with students undertaking 60 credits each trimester and the part-time one day per month with student undertaking 30 credits each trimester.

Postgraduate Awards

- Students successfully completing Advance Research Methods (30 credits); Systems Leadership: Opportunities and Challenges (30 credits); The Psychology of Leadership (30 credits); Government Governance and Politics (30 credits); Research Project (60 credits) will exit with an **MA Public Service Leadership**
- Students successfully completing: Advance Research Methods (30 credits); Systems Leadership: Opportunities and Challenges (30 credits); The Psychology of Leadership (30 credits); Government Governance and Politics (30 credits) will exit with a **Postgraduate Diploma in Public Service Leadership**

- Students successfully completing: Advance Research Methods (30 credits) and any other programme module (30 credits) will exit with **Postgraduate Certificate in Public Service Leadership**

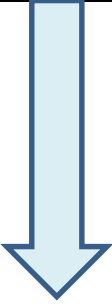
The **BA (Hons) programme will be delivered full time over three years**. No part time option is intended. Full time students are normally required to attend the University two days each week but some additional content may be offered on other days.

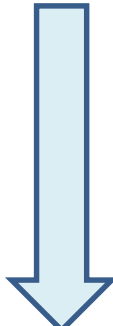
Undergraduate awards

- Students successfully completing 120 'Level Four' credits may exit with a **Certificate of HE in Public Service Leadership**.
- Students successfully completing 120 'Level Four' credits and 120 'Level 5' credits may exit with a **Diploma of HE in Public Service Leadership**.
- **BA Public Service Leadership (Ordinary)** may be awarded to students who have successfully completed 300 credits, of which at least 60 are at Level 6.
- **BA (Hons) Public Service Leadership** will be awarded to students who have successfully completed 360 credits of which 120 are at Level Six.

22 Programme structure diagram

Level 7: Full-time (1 year)				
Trimester 1	Mod title	Government Governance and Politics	Mod title	Psychology of Leadership
	Mod code/ 'New' Module	SOC728	Mod code/ 'New' Module	SOC727
	Credit value	30	Credit value	30
	Core/Option	Core	Core/Option	core
	Mod leader	Ken Perry	Mod leader	Tim Whitworth
Trimester 2	Mod title	Research Methods	Mod title	Research Project
	Mod code/ 'New' Module	SOC729	Mod code/ 'New' Module	SOC730
	Credit value	30	Credit value	60
	Core/Option	Core	Core/Option	Core
	Mod leader	Emma Taylor	Mod leader	Dr Caro Gorden

Trimester 3	Mod title	System Leadership: Opportunities and Challenges	Mod title	
	Mod code/ 'New' Module	SOC726	Mod code/ 'New' Module	
	Credit value	30	Credit value	
	Core/Option	Core	Core/Option	
	Module leader	Debbie Sorkin	Mod leader	

Level 7: Part-time (2 years)				
Year One			Year Two	
Trimester 1	Mod title	Government Governance and Politics	Mod title	Psychology of Leadership
	Mod code/ 'New' Module	SOC728	Mod code/ 'New' Module	SOC727
	Credit value	30	Credit value	30
	Core/Option	Core	Core/Option	Core
	Mod leader	Ken Perry	Mod leader	Tim Whitworth
Trimester 2	Mod title	Research Methods	Mod title	Research Project
	Mod code/ 'New' Module	SOC729	Mod code/ 'New' Module	SOC730
	Credit value	30	Credit value	60
	Core/Option	Core	Core/Option	Core
	Mod leader	Emma Taylor	Mod leader	Dr Caro Gorden
Trimester 3	Mod title	System Leadership: Opportunities and Challenges	Mod title	
	Mod code/ 'New' Module	SOC726	Mod code/ 'New' Module	
	Credit value	30	Credit value	
	Core/Option	Core	Core/Option	
	Module leader	Debbie Sorkin	Mod leader	

It is intended that the part-time cohort will be able to join the full time cohort for one module each trimester. This ensures that students have the option and flexibility to study in the way that best suits and meets their work and personal commitments. In addition, it will ensure full time and part time students can study on modules together.

BA (Hons) Public Service Leadership

Level 4						
Semester 1	Mod title	The Confident Learner	Mod title	Understanding Systems and Structures of Government	Mod title	Introduction to the Public Service Sector
	Mod code/ 'New' Module	EDS405	Mod code/ 'New' Module	SOC445	Mod code/ 'New' Module	SOC446
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Sue Horder	Mod leader	Ken Perry	Mod leader	Nina Ruddle
Semester 2	Mod title	Social Difference and Inequality	Mod title	Introduction to System Leadership	Mod title	Adverse Childhood Experiences (ACE) and the Protective Environment
	Mod code/ 'New' Module	SOC447	Mod code/ 'New' Module	SOC444	Mod code/ 'New' Module	SOC437
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Caroline Hughes	Mod leader	Ken Perry	Mod leader	Viv Dacre

Level 5						
Semester 1	Mod title	Organisations and their Culture (Online)	Mod title	Economic Value and Finance in the Public Sector	Mod title	Promoting Community Resilience and Engagement
	Mod code/	SOC538	Mod code/ 'New' Module	SOC539	Mod code/	SOC540

	'New' Module				'New' Module	
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Ken Perry	Mod leader	Ken Perry	Mod leader	Ken Perry
Semester 2	Mod title	Work Placement	Mod title	Research Methods	Mod title	Social Prescribing
	Mod code/'New' Module	SOC541	Mod code/'New' Module	SOC542	Mod code/'New' Module	HLT515
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Emma Taylor	Mod leader	Sue Horder	Mod leader	Justine Mason

Level 6						
Semester 1	Mod title	Developing System Leadership	Mod title	Negotiated Service Learning Area	Mod title	Developing People, Projects and Teams Beyond Single Organisations
	Mod code/'New' Module	SOC634	Mod code/'New' Module	SOC637	Mod code/'New' Module	SOC635
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Debbie Sorkin	Mod leader	Iolo Madoc-Jones	Mod leader	Emma Taylor
Semester 2	Mod title	Forecasting and Influencing Future Trends	Mod title	Research Project		
	Mod code/'New' Module	SOC636	Mod code/'New' Module	SOC663		

	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core
	Mod leader	Ken Perry	Mod leader	Dr Iolo Madoc-Jones

23 Intended learning outcomes of the programme

MA Public Service Leadership

By the end of the level students i) will be able to, or ii) have acquired the ability to

Knowledge and Understanding				Module
	Postgraduate certificate	Post Graduate Diploma (the previous outcomes and the following)	MA (the previous outcomes and the following)	
A1	Critically explore the nature and substance of leading and leadership theories and practices	Critically assess theories and real life scenarios to demonstrate a comprehensive understanding and defensible conclusions of systems leadership	Have a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice the principles, methods of systems leadership approaches of the 'wicked' issues in society and identify techniques appropriate for solving experimental/research problems, and be able to translate those techniques	Systems Leaders Opportunities and Challenges Psychology of Leadership

			into comprehensible understanding and practice	
A2	Demonstrate a critical awareness and analysis of political trends and philosophies and how they impact upon current society, and identify how these can influence policy and other approaches	Critically explore and understand the structures and approaches that can influence policies, ideologies, processes and behaviours and how these can impact on desired public services outcomes	Critically evaluate the impact of trends, institutes and structures to inform approaches to leadership and respond to the contemporary challenges in politics/society	Government Governance and Politics
A3	Critically assess approaches to gathering data and conducting research and understanding of the students' own values and commitment in relation to public services leadership	Critically reflect on one's own skills and attributes as a leader and how they might be developed, and resilience built to influence future practices	Critically apply an appropriate research strategy and methods in relation to a collaborative challenge, using system leadership practice through your leadership ways of feeling, perceiving, thinking, enabling and relating.	Research Project Psychology of Leadership Systems Leaders Opportunities and Challenges Research methods
Intellectual Skills				
B1	Critically assess complex information and enduring challenges in society. Identify and evaluate a research topic that can demonstrate or review systems leadership in public services that will positively	Apply critical thinking skills to theories and approaches, identify skills and tools to tackle complex challenges found in public service delivery, and identify how public services leadership can employ techniques to	Design research to develop the approach to leadership and responding to the political complexity of working across systems and achieving whole system change	Research Project Research Methods Government Governance and Politics

	influence decision makers at regional and national level	appraise those challenges, making recommendations for change		
B2	Critically evaluate the concept of systems leadership, its effectiveness and application in public policy	Critically assess and evaluate the merits of complex networked systems and understand how system leadership can help deal with complexity when evaluating the concept of whole system service design and delivery	Apply critical thinking and analysis, and evaluate an approach to building a common vision around a collective challenge working collaboratively, undertaking and applying a systems leadership approach	Systems Leadership Challenges and Opportunities Psychology of Leadership
Subject Skills				
C1	Demonstrate understanding and evaluate the nature of wicked issues and how methods of research can support the approaches to tackling public services challenges	Evaluate and critically assess the relevance of leadership theories and how these are applied to drive outcomes for citizens in the wider public arena	Critically analyse, assess methodologically and communicate information and empirical research findings around the approach to systems leadership in public services	Research project Research Methods Systems Leadership Challenges and Opportunities
Practical, Professional and Employability Skills				
D1	Develop and demonstrate key written, verbal, presentation, interpretation and problem	Understand and critically apply skills and tools of systems leadership across people, groups and systems.	Apply system leadership theory to build relationships, influence, negotiate and lead change across organisations,	Research project Research Methods Systems Leadership Challenges and Opportunities

	solving and personal values skills that inform approaches.		and professional and system boundaries	
D2	Developed the ability to exercise initiative, to work in Volatility, Uncertainty, and Complexity	Critically assess use of personal resilience to manage change and failure at a personal and organisation level in complexity	Critically apply and reflect on the skills and tools and approaches to systems leadership that can drive change in organisations and across systems	Psychology of Leadership Systems Leadership Challenges and Opportunities

BA (Hons) Public Service Leadership

By the end of the level students i) will be able to, or ii) have acquired the ability to

<i>Knowledge and Understanding</i>					
		<i>'Level Four' (Cert HE)</i>	<i>'Level Five' (Diploma HE)</i>	<i>'Level Six' (BA Ord)</i>	<i>'Level Six' Honours Degree</i>
A1		Develop a knowledge and understanding of the underlying concepts and principles associated with public service leadership and demonstrate an ability to evaluate and interpret these within the context of that area of study	Demonstrate knowledge and critical understanding of the well-established principles of public service leadership, and of the way in which those principles have developed. Demonstrate the ability to apply the underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	Demonstrate a systematic understanding of key aspects of public service leadership, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline	Demonstrate a systematic understanding of key aspects of public service leadership, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline In addition, demonstrate an ability to deploy accurately established techniques of analysis and enquiry in relation to public service leadership.
A2		Understand the nature, function and practice of political institutions and their inter-relationships	Develop an aptitude for Understanding the complexities of the economic and financial	Critically analyse the key concepts and theoretical approaches that have developed and are developing in relation to	

<i>Knowledge and Understanding</i>					
		<i>'Level Four' (Cert HE)</i>	<i>'Level Five' (Diploma HE)</i>	<i>'Level Six' (BA Ord)</i>	<i>'Level Six' Honours Degree</i>
		between branches of government	context in which public services are delivered	managing and driving public service delivery	
A3		An appreciation of the nature of empowerment and anti-discriminatory practice in public service delivery	Demonstrate an understanding of the contested nature of 'community' and how community strengths may be mobilised for positive service user experiences and outcomes	Critically analyse and assess the significance and nature of power in complex interagency contexts and the potential challenges and resistance they face to deliver desired outcomes	
A4		An appreciation of the various principles, theories, concepts and techniques regarding the nature of political influence, and those committed to trauma informed techniques by which public services leadership can inform and drive organisational change	Through case studies and various other scenarios, demonstrate understanding of the nature and extent of multi-agency working and service user needs in a public service context	Critically demonstrate an awareness and appreciation of the networks that exist and influence multi-agency public service policy and practice across people, projects and teams both in the current climate and in future social problems	

<i>Intellectual Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>'Level Four' (Cert HE)</i>	<i>'Level Five' (Dip HE)</i>	<i>'Level Six' (BA Ord)</i>	<i>'Level Six' Honours Degree</i>
<i>B1</i>	Develop strong reasoning and analytical skills to support public services leadership performance	Apply knowledge and theory to real life scenarios and case studies	Develop an ability to think on a level above technical or tactical details and yet still make insightful inferences.	Synthesise key sources of information and present it in a meaningful, professional and constructive format.
<i>B2</i>	Apply problem-solving techniques using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.	Apply critical thinking to scenarios to provide a reliable argument that is substantiated by evidence.	Accurately identify the nature and characteristics of public services leadership, and analyse and interpret the values and the viewpoint of others	Critically assess theories and real life organisational scenarios and formulate plausible and defensible conclusions.
<i>B3</i>	Demonstrate knowledge, and identify contradictions and dilemmas, and find reasoned conclusions that can be applied to public services situations	Demonstrate an ability to absorb and respond to complex information and demonstrate ability to explain complex concepts	Critically apply theories and real life scenarios and formulate plausible and defensible conclusions. Locate arguments within their political and socio-political context	Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options
<i>B4</i>	To undertake basic research and be able to capture, analyse and disseminate the outputs of the research in a form which can be understood by the intended audience. Plan, manage and reflect	Develop skills in logical reasoning, theoretical situations and perception for decision-making and performance measurement.	Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve problems as well as create, identify and evaluate options.	Use different methods of research and theory to inform and present arguments and conclusions to real life practitioner issues from researcher perspective

<i>Intellectual Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>'Level Four' (Cert HE)</i>	<i>'Level Five' (Dip HE)</i>	<i>'Level Six' (BA Ord)</i>	<i>'Level Six' Honours Degree</i>
	on own learning and progression			

<i>Subject Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>'Level Four' (Cert HE)</i>	<i>'Level Five' (Dip HE)</i>	<i>'Level Six' (BA Ord)</i>	<i>'Level Six' Honours Degree</i>
<i>C1</i>	Describe the process and the role of key agencies in the delivery of public services	Analyse, assess methodologically and communicate information about social issues.	Critically investigate the operation of power by, and in, public service settings	Explore the complexities and challenges associated with delivering improved public service and addressing inequalities
<i>C2</i>	Be able to write and communicate their ideas in a fluid and confident style.	Collect and gather information from a wide variety of sources.	Execute advanced interrogation of key literature sources across a breadth or learning resource platforms.	Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined public services leadership area.
<i>C3</i>	Demonstrate evidence in making rational arguments in a public services context.	Explain and communicate complex concepts with confidence.	Demonstrate an independence of thought that enables them to devise their own solutions and knowledge base.	Demonstrate evidence in making rational arguments in public services leadership context.
<i>C4</i>	Ability to offer informed opinion on current public services issues.	Analyse situations and come up with realistic alternative solutions based on researched evidence	Demonstrate and further enhance interpersonal skills of effective listening, negotiating and persuasion.	Ability to offer informed opinion on current public services leadership issues.

<i>Practical, Professional and Employability Skills</i>				
<i>On completion of the level students will be able to</i>				
	<i>'Level Four' (Cert HE)</i>	<i>'Level Five' (Dip HE)</i>	<i>'Level Six' (BA Ord)</i>	<i>'Level Six' Honours Degree</i>
<i>D1</i>	Demonstrate competence in technical and business/leadership reporting.	Communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature.	Demonstrate effective leadership, team working and networking skills required for the workplace.	Showcase the value of research in enhancing current thinking.
<i>D2</i>	Increase awareness of career development opportunities in the field of public services leadership and demonstrate effective self-management and the ability to continue learning.	Develop interpersonal skills that would be appropriate for a workplace environment.	Apply a variety of problem solving skills and creativity in workplace scenarios.	
<i>D3</i>	Discuss the importance of data and theories in a public services environment.	Demonstrate self-awareness and sensitivity to diversity in people and different situations.	Demonstrate critically effective use of feedback in addition to critical self-awareness.	

24 Curriculum matrix

MA Public Service Leadership

Post Graduate Certificate

	<i>Module Title</i>	<i>Core or option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>D1</i>	<i>D2</i>
PG cert	<i>Research methods</i>	Core	■	■	■	■	□	■	■	□
	<i>All other block 1 modules</i>	Core	■	■	□	■	■	■	■	■

Post Graduate Diploma

	<i>Module Title</i>	<i>Core or option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>D1</i>	<i>D2</i>
PG Dip	<i>System Leadership: Opportunities and Challenges</i>	Core	■	■	■	■	■	■	■	■
	<i>Psychology of Leadership</i>	Core	■	□	■	□	■	□	■	■
	<i>Government, Governance and Politics</i>	Core	□	■	□	■	■	■	□	■

MA level

	<i>Module Title</i>	<i>Core or option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>D1</i>	<i>D2</i>
	<i>Research Project</i>	Core	■	■	■	■	■	■	■	■

BA (Hons) Public Service Leadership

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>A6</i>	<i>A7</i>	<i>A8</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	
<i>Level Four</i>	The Confident Learner	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Understanding Systems and Structures of Government	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Introduction to the Public Services Sector	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Introduction to System Leadership	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Social Difference and Inequality	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Adverse Childhood Experiences (ACE) and the Protective Environment	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>A6</i>	<i>A7</i>	<i>A8</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	
Level Five	Organisations and their Culture	Core	■	■	□	■	□	□	□	□	■	□	□	■	■	□	□	■	■	■	■	■	■	□	
	Economics, Value and Finance in the Public Sector	Core	□	■	□	■	□	□	□	□	□	□	□	■	■	■	□	■	□	■	■	■	■	■	□
	Promoting Community and Personal Resilience and Engagement	Core	□	■	■	□	□	□	□	□	□	□	□	■	■	■	□	■	■	■	■	■	■	■	□
	Work Placement	Core	□	■	□	■	□	□	□	■	□	□	□	■	■	■	□	■	■	■	■	■	■	■	□
	Research methods	Core	□	□	□	□	■	■	□	□	■	■	■	■	■	□	■	■	■	■	■	■	■	■	■
	Leadership and Management	Core	□	■	□	■	□	□	■	□	□	□	□	■	■	■	□	■	■	■	■	■	■	■	■
Level 6 (ord)	Developing System Leadership	Core	■	□	■	□	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Negotiated Service Area Learning	Core	□	■	■	■	□	□	□	□	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>A6</i>	<i>A7</i>	<i>A8</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>
	Developing People, Projects and Teams Beyond Single Organisations	Core	■	■	■	□	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■
	Forecasting and Influencing Future Trends	Core	□	■	□	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	■	■	■
	<i>Module Title</i>	<i>Core or option</i>	<i>A 1</i>	<i>A 2</i>	<i>A 3</i>	<i>A 4</i>	<i>A 5</i>	<i>A 6</i>	<i>A 7</i>	<i>A 8</i>	<i>B 1</i>	<i>B 2</i>	<i>B 3</i>	<i>B 4</i>	<i>B 5</i>	<i>C 1</i>	<i>C 2</i>	<i>C 3</i>	<i>C 4</i>	<i>D 1</i>	<i>D 2</i>	<i>D 3</i>	<i>D 4</i>	<i>D 5</i>
	Research Project (Hons award)	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

25 Learning and Teaching strategy

In accordance with sound educational research and current best practice, the programmes will be delivered through a broad range of learning and teaching strategies. The delivery of the programmes and their assessment will reflect the spirit of Wrexham Glyndŵr University's Strategy for Supporting Student Learning and Achievement (SSSLA 2017-2020). At the core of this strategy is a particular pedagogic approach that both research and practice-based evidence suggests will be effective for students within WGU's context. Crucially, the approach is underpinned by two key principles related to student learning:

Principle 1: learning capacity can be transformed, grown and enhanced through external intervention. For this principal, the following assumptions are key: 1) success it is not dependent on a predetermined scale of ability but is dependent upon students and tutors inhabiting a growth mind-set; 2) students will be expected to discharge effort in their studies; 3) tutors are committed to the educability of all students and to providing formative activity that supports student engagement. Motivated and supported engagement with learning opportunities will result in learning that is more effective and an optimistic growth mind-set, rather than a limited notion of learning capacity. This will lead to good rates of retention, high levels of achievement and an increased likelihood of entering graduate employment.

Principle 2: learning gain and student performance are directly linked to student engagement. Learning gain can be predicted by combinations of class size, cohort size, the extent of close contact with tutors, the quality of teaching, the extent and quality of feedback and the extent of collaborative/peer learning. Access to appropriate learning resources also predicts student engagement and effort, whilst library investment per student can be a predictor for student independent study hours. Contact hours are not an indicator. On the contrary, increasing class contact hours with fixed resources often increases class sizes and reduces close contact with teachers

In support of the SSSLA the learning and teaching strategy will involve using a variety of methods and approaches to supporting the learning experience. The intention is to use real life case studies and to work collaboratively with organisations so that students have the opportunity to engage with real life projects and feed into this, which will in turn will help to enhance their employability by providing them with key knowledge and skills required by the sector. A range of innovative assessment methods based on case studies with students providing recommendations for organisations, reflective journals, learning logs, presentations etc. offer realistic ways in which learners can gain appropriate skills and knowledge relating to public service leadership.

It is envisaged that many of the MA students will be in employment and may be able to bring problems to the classroom that can then be worked on collaboratively with other students from other sectors thereby reflecting how organisations are expected to work in practice. Peer learning will be an important approach in both the BA and the MA programmes.

The diverse range of assessments will enable graduates to be able to create a portfolio of evidence showing the areas worked on during the degree, organisations they have collaborated with and to exit with a consultancy skill.

The programmes will enable:

- The development of autonomous learners.
- The provision of learning opportunities that are personally and professionally relevant and quality assured.

- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.

It is recognised that the unique nature of these programmes requires additional strategies to be employed:

1. To provide our students with a breadth of content through our online learning platform – Moodle. This includes but is not limited to, video links, journal article recommendations, news stories etc.
2. Teaching typically comprises of a lecture, but can also include tutorials where relevant. The classroom tutorial sessions will be conducted either by the module leader or another lecturer with comparable skills and knowledge.
3. Deploy a variety of other learning and teaching methods including:
 - i. Guest lectures – these will typically be business practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis. Such sessions will not replace planned tutorial time and students will be given advanced notice of the date and time to aid personal planning.
 - ii. Site/workplace visits - these involve taking the students to a variety of venues or organisations to enhance the applied learning aspect of their studies. These types of activities are typically funded either by the University or through accessing external funding.
 - iii. Participation in student competitions or attend student events. The University is also sometimes given access to funding to send students on organised workshops or competitions.
 - iv. Engaging in practical activities to enhance their experience of real life scenarios.

Engaging in student societies. This provides an opportunity for students to professionally socialise not just amongst themselves but also with members of the academic cohort.

Electronic Learning Platform

The Moodle virtual learning environment (VLE) will be a key resource in terms of the learning process. Moodle will be used in the following ways:

1. As a resource centre for all of material from each module. This may include access to the video content of the module lectures and the links to the additional resources such as bibliography and relevant journal and online articles.
2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the module tutors. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the modules. All tutors are expected to regularly access the forum in order to respond to any material posted. Furthermore, the tutors are expected to regularly start debates on the forum to continue discussion and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.

3. As a repository for additional links and video material provided either by the module tutors or alternative sources. This includes webinars, online talks (e.g. TED sessions) and webcasts or podcasts available for download.
4. As an opportunity for lecturers and tutors to keep students up to date with relevant information relating to their module. This will include observations from various dialogues, deadlines, and signposting to new material.
5. As a repository for all other content relating to the programme as a whole. This includes the student handbook and particularly once students reach dissertation stage, material relating to academic writing and research methods.

Recognition of Cohort Identity

All the programmes listed in this validation document are located within the Faculty of Social and Life Science undergraduate and postgraduate programmes and draw upon existing modules from the range of approved programmes to ensure efficiencies in delivery and facilitate an understanding of the interconnectedness of the differing roles and professions operating across the environment. As a result, the programme's curriculum will be delivered through a range of shared modules plus the new programme specific modules (see later in the documentation).

The learning and teaching strategy needs to reflect the different vocational contexts of the undergraduate and post graduate students for these programmes. As a result, there is a need to ensure that:

- (i) Teaching methods adopted for classroom and related activity are planned to ensure that lecturers and tutors use examples drawn from all of the disciplines when explaining the application of theory to practice.
- (ii) Group discussions, case study / problem solving activities relate to and reflect the differing aspects of practice represented within the classroom.
- (iii) Guest lecturers used to deliver material relevant to shared modules need to be briefed by the module tutor to ensure that they are aware of the student profile and that the proposed presentation accommodates this context.

Students will learn from systems leader practitioners and thought leaders in collective action, problem solving, enquiry based approaches that develop graduates that have a mindset and approach that can work effectively across boundaries to tackle some complex challenges. The approach and classroom design is rethinking learning and teaching with smaller interactive tables with IT connectivity and additional Public Thinking Spaces (Beichner 2014) such as whiteboards and each table has their own screen that support the collaborative approach to leadership. This teaching and learning strategy aligns directly with the ethos of Systems leadership and will support working across sector boundaries and problem solving around a collective challenge providing an innovative learning environment that is dynamic and responsive to the needs of tackling complex problems in society with collective solutions.

Benefits of this way of learning:

- Conceptual understanding increases, both individually and in a collaborative context
- Ability to solve and tackle problems improves; this is a key concept for systems leadership
- Attitudes and attendances improves
- Failure rates are significantly reduced

Community of Leadership: The future of work

As part of the innovative approach to the programme the teaching and learning will echo this with peer-to-peer learning from different sectors, guest speakers, face to face lectures, student conferences, to key leaders and decisions makers to apply the learning. We will also create and evolve a 'Community of Leadership' that develops and support the systems leadership thinking and approach when back in roles or entering the workplace with peer support and using different platforms to engage and connect including student and staff conferences etc. This will offer a unique opportunity to develop a leadership approach on a wide scale that is supported by a strong network of thought and systems leaders that can evolve and develop the programme but also connect and support each other. This Alumni approach is key and will be developed in a 'Public Thinking' space and a 'Learning Lab' that creates a space to explore, challenge, question, fail and learning that will create a strong movement around systems leadership and developing individual and organisational resilience. Graduates will be able to work in complexity, collectively work on problems, work in places that have previously been seen as 'too difficult' to instigate real change. They will shape the future of work using different approaches, tools and networks to lead. This will be supported long term by developing coaching, mentoring and an engaged alumni that be a key asset and change agent. The nature of the students will be diverse from a number of professional and sector and/or academic backgrounds to develop the systems leadership approach this will enrich the learning environment as students work together from their different perspectives.

MA in Public Service Leadership

At MA Level, the programme is designed to critically appreciate and evolve a community of systems leaders. The full time MA programme is studied over a 12-month period on a two days a month basis in three trimesters.

Assessments are innovative and use current and contemporary methods to assess and challenge thinking ranging from filming, sector wide conferences, presenting to panels, group presentations, blog/vlogs, business cases and reflective journals and assessment days to assess the systems leadership approaches in a contemporary and current context.

At MA postgraduate level, the modules explore frameworks for effective people and system management and development. Students will become familiar with research evidence on effective leadership. They will be enabled to critically evaluate approaches to whole systems change.

By completing the final research projects students will integrate knowledge- empirical or theoretical gained within the Masters programme. Through the programme a critical and enquiring approach to systems leadership and change management will be developed and independent thought, application of theory, research and synthesis of concepts.

	MA Public Service Leadership Indicative Full Time Delivery Calendar 2019-2020	MA Public Service Leadership Indicative Part Time Delivery Calendar 2019-2021
	Induction to MA Trimester 1 and the new core modules	
Week 1- 12	Government, Governance and Politics (KP) Psychology of Leadership (TW)	Year 1 Government, Governance and Politics (KP) Year 2 Psychology of Leadership (TW)
	Assessment Window	
	Induction to Trimester 2 and to new core modules	
Weeks 1-12	Research Methods (ET) Research Project	Year 1 Research Methods (ET) Year 2 Research Project
	Assessment Window	
Weeks 1-12	System Leadership: Opportunities and Challenges (DS) Research Project (TBC) (students not trailing research methods module may begin research project) Meet with Supervisor monthly	Year 1 System Leadership: Opportunities and Challenges (DS) Year 2 Research Project (TBC) (students not trailing research methods module may begin research project)

		Meet with Supervisor monthly
	Module/Progression Boards	
	Research Project Submission	
	Award Board	

BA (Hons) Public Service Leadership

The modules build and introduce knowledge of systems leadership. They support new ways of thinking and working across sector and professional boundaries and explores how these can be applied in organisations. Students will develop a deep understanding of system leadership and the context in which the application of the approach can support and drive sustainable change.

Skills we be developed in application of tools, knowledge of systems, context in which the approach can make be applied and evaluation of own resilience, narrative and approach to leadership and critically explore and evaluate the interactions and connections between people, groups and systems. This coupled with Research and Negotiated learning and innovative forms of assessment develop skills and approaches that are transferable and relevant to all sector, professions and industries develops a graduate who can navigate using tools and skills the complexity and interface between systems, people and groups.

Learning will be explored in a variety of ways including case studies, current challenges from leaders in practice, staying on problem and drawing out collective approaches. The progression from Level 4 to Level 6 will build upon learning and develop skills exploring a negotiated area for learning, work based learning developing a strong relationship between key employers and the programme graduates and conducting enquiry based research.

Introduction to systems leadership (Level 4)

Develop an understanding systems leadership and tools that can be used to support a whole system approach to complex challenges and working across sector and professional boundaries using public narrative as a key skill and assessment.

Understanding systems and structures of Government (Level 4)

The context of the Devolved, National, and International political and organisational context wherein debates about desired Public Service related outcomes are carried out.

Introduction to Public Service Sector (Level 4)

Develop understanding and review the range of public service and organisations and the contemporary challenges they face.

Social Difference and Inequality (Level 4)

Explore the nature of social difference and inequality and understanding of the relationship of social class, gender, race, age, ethnicity, language and other salient aspects of diversity in relation to health and wellbeing.

Adverse Childhood Experiences (ACE) and the Protective Environment (Level 4)

Understand the relevance and impact on trauma in the lives of many public service users and wider society

Organisations and their Culture (Level 5)

Develop a coherent understanding of the issues relating to the theory of organisations and

their culture, especially as it applies to public service institutions and the challenges associated with the management of these organisations and institutions.

Economic Value and finance in public services (Level 5)

Insight and direct experience of how public finances are configured and to think about new and innovative approaches to financing public services and demonstrating public value.

Promoting Community Resilience and Engagement (Level 5)

How community engagement can take place, how it can be used to promote community cohesion and sustainability and to be able to plan approaches to community engagement that successfully captures the imagination and participation of diverse communities in a range of contexts.

Social Prescribing (Level 5)

Explore different models of to support health and wellbeing such as Social Prescribing, using a systems leadership approach. Assessing different models, understanding the impact across sectors and consider evaluation and demonstration of impact across whole systems.

Developing Systems Leadership (Level 6)

Identifying the challenges and issues collectively faced across the public services and how to tackle these complex issues during times of significant change. Deepen understanding of systems leadership and the tools and skills that can be applied in the 'Art of Change Making' building resilience and capacity for whole system change.

Developing People and Teams Beyond Single Organisations (Level 6)

To enable students to critically evaluate the theories and practices that can be applied to underpin collaborative and engaging team working, partnerships and relationships across service boundaries.

Forecasting and Influencing Future Trends (Level 6)

Understand and critically evaluate approaches to forecasting future trends and to be able to present original work that is capable of influencing decision makers at a regional and national level.

BA (Hons) Public Service Leadership Indicative Delivery calendar			
Week No.	Level 4	Level 5	Level 6
0	Induction week		
1	The Confident Learner (SH)	Organisations and their Culture (KP)	Developing System Leadership (DS)
2			
3			
4			
5	Understanding Systems and Structures of Government (KP)	Economic Value and Finance in the Public Sector (KP)	Research Project (
6			
7			
8			
9			

10	Introduction to the Public Service Sector (NR)	Promoting community resilience and engagement (KP)	Negotiated Public Service Learning (IMJ)
11			
Christmas Holidays			
Christmas Holidays			
Christmas Holidays			
12	Teaching ends		
Assessment window			
Assessment window			
1	Social Difference and Inequality (CH) Adverse Childhood Experiences (ACE) and the Protective Environment (VD) Introduction to System Leadership (KP)	Work Placement (ET)	Developing People, Projects and Teams Beyond Single Organisations (ET) Forecasting and Influencing Future Trends (KP)
2			
3		Social Prescribing (JM)	
4			
5		Research Methods	
6			
7			
8			
Easter Holidays			
Easter Holidays			
9	Teaching ends		
10			
11			
12			
Assessment window			
Assessment window			
1	Resit window		
2			
3			
4			
5			
6			
7			
8			
9			
10			
Re-assessment window			
Re-assessment window			

26. Work Placement Learning Statement (work based learning)

In order to reflect the change in the profile of undergraduate students a level 5 and to actively support the University's commitment to developing skills for employability, a work placement module is incorporated into the BA programme, and will run across one semester. The work placement approach gives the student ready access to practitioner problems and takes on the identity of a research insider undertaking real work activities to assist in improving performance.

Arrangements for Placements will begin at the end of Level 4. An introductory session at level 4 will inform students of the type of Placement opportunities they should be seeking (where a student is unable to source their work placement, the University will undertake this) and the processes for completing the level 5 work placement module. Students will be asked to identify a preferred Area for their placement and the University will work closely with the placement and the placement provider to ensure its correct facilitation.

Prior to any student commencing a work placement, the placement team will ensure that the workplace will offer appropriate learning experiences related to the module learning outcomes, it can meet the measures for employability and appropriate support.

Placements will consist of a two-week placement at 'Level Five'. Where it is agreeable to all parties, alternatives to this delivery may be negotiated to include longer days, shorter placements, weekends etc. This reflects the diverse nature of the working hours.

Students on placement will be encouraged to engage with a work-based mentor who will support their learning on site. The mentor role is informal and the focus is on student support. The mentor does not have any formal responsibility for assessing the student's practice. The mentor will, however, support the student to make links between the programme learning and workplace practice. The mentor is there to provide additional support to the mechanisms already available to the student, for example through personal and module tutors.

Specifically work-based mentors will:

- Provide regular learning support within the work place;
- Provide a suitable regular space for the student to reflect upon the placement
- Provide regular guidance to ensure learning outcomes are being realised;
- Offer opportunities to receive information and other perspectives on their placement;
- Ensure that the work place environment is providing sufficient learning opportunities to meet the learning outcomes of the module;
- Meet with the student and the allotted academic tutor at the request of the student;

Each placement will begin with a pre-placement onsite visit by the module leader and student undertaking placement whereby the learning experiences available will be explored. Depending to the arrangements that apply, a mid-way meeting will also be convened to review progress of the placement (this may be by way of a telephone discussion)

Managing Suitability to Practice

In some cases, concerns may arise in relation to a student that they are not suitable to continue in a placement and/or to be offered a new placement, or a project, to be agreed with the Programme Leader. Wrexham Glyndŵr University has a code of conduct for students and processes to deal with concerns about "Suitability to Practice". Students will be directed towards these policies during the induction process into the University and the module.

27 Welsh Medium provision

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

28 Assessment strategy

Assessment is carried out in accordance with Glyndŵr University's Regulations for MA level and Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees. Opportunities for formative assessments will feature regularly in the programmes so that students can gauge their own benchmarks and plot their own progress. A range of contemporary and relevant assessment have been developed.

Assessment details will be provided in advance to students in module handbooks. Assignments will normally be submitted by, and returned to the student through Turnitin within an appropriate timescale determined by University regulations. Assessment criteria are published in the student programme handbook issued at the beginning of the academic year.

Employer relevant assessment is key to providing skills such as executive summary writing, presentation skills, writing consultancy reports and action plans.

The use of case studies would also be crucial in bringing together different areas of knowledge and providing an opportunity for students to reflect on how the problem and potential solutions work together across different areas.

The table below outlines the type of assessment for each module; an indicative timetable of submissions; and illustrate student workload:

Assessment Details and Loadings			
Level	Module Code & Title	Assessment type and weighting	Assessment loading
4	EDS405 The Confident Learner	Coursework (1,000)	50%
		Presentation (1,000)	50%
	SOC445 Understanding Systems and Structures of Government	Case study (2000)	80%
		Reflective practice (500)	20%
	SOC446 Introduction to the Public Services Sector	Report (1500)	75%
		Brief presentation (500) 15 minutes	25%
	SOC447 Social Difference and Inequality	Poster presentation 20 minutes	100%
	SOC444 Introduction to System Leadership	Filmed narration 10mins	100%
	SOC437 Adverse Childhood Experiences (ACE) and the Protective Environment	Essay 3000 words	100%
5	SOC538 Organisations and their Culture	Blog (2500 words)	80%
		Vlog	20%
	SOC539 Economics, Value and Finance in the Public Sector	Case Study 3000 words	100%
	SOC540 Promoting Community Resilience and Engagement	External Seminar Group presentation 30 minutes	100%
	SOC541 Work Placement	Learning log	100%
	SOC542 Research Methods	Research Proposal 3000 words	100%
	HLT515 Social Prescribing	Case study 3000 words	100%
	SOC634 Developing System Leadership	Report Brief (300 words)	10%
			90%

6		Presentation – Panel of key stakeholders	
	SOC635 Developing People, Projects and Teams Beyond Single Organisations	Project (2500)	100%
	SOC663 Research Project	Research project 8,000 words	100%
	SOC636 Forecasting and Influencing Future Trends	Report (2000 words)	50%
		Reflective journal filmed	50%
SOC637 Negotiated Service Area Learning	Conference Paper 2,500 words Conference presentation to a Community of Practice 20 minutes	50% 50%	
7	SOC729 Research Methods	Research proposal and ethics (6,000)	75% proposal 25% ethics
	SOC726 System Leadership: Challenges and Opportunities	3x Blogs (3x1000 words)	60%
		Presentation 20 mins	40%
	SOC727 The Psychology of Leadership	Reflective Journal 3000 words	60%
		Assessment day	40%
SOC728 Government, Governance and Politics	Assessment day Simulation	100%	
SOC730 Research Project	Research Project 12,000 words	100%	

29 Assessment regulations

The programme accords with Glyndŵr University's Regulations for Master's level degree Initial Undergraduate Modular Bachelor Degrees, Diplomas, Certificates, and Foundation Degrees.

Derogations

At level 7, the module weighting at block 1 is 30 credits. The rationale here relates to precedent in that the programme draws on some existing 30-credit modules approved for delivery on the MA Criminology and Criminal Justice Programme. It also relates to the depth study 30 credit modules affords students in the discrete areas.

Non-credit bearing assessment

There are no non-credit bearing assessments

Borderline classifications (for undergraduate programmes only)

At the undergraduate level, the 'Level Six' Research Project Module is designated as the Borderline Module. That is to say, the marks for this 40 credit module would be used in determining the degree classification in borderline cases at Assessment Board. In considering borderline cases, the Assessment Board shall raise the classification to the next level if the following criteria are met:

- At least 50% of the credits at 'Level Six' fall within the higher classification
- All 'Level Six' modules have passed at the first attempt
- The Research Project module mark is in the higher classification

Restrictions for trailing modules (for taught Masters programmes only)

The only restrictions relate to the Advance Research methods module which may not be trailed into 'Level 6'. Otherwise trailing is allowed as per the University regulations for delivering taught master's programmes.

30 Programme Management

Programme Leader:

MA Public Services Leadership - Emma Taylor

BA (Hons) Public Services Leadership – Emma Taylor

Programme Team:

Emma Taylor

Sue Horder

Ken Perry

Nina Ruddle
Debbie Sorkin
Karen Washington-Dyer
Viv Dacre
Caroline Hughes
Iolo Madoc-Jones
Tim Whitworth
Caro Gorden
Justine Mason

31 Quality Management

The Programme Leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders' Handbook. The programme leader will work closely with the Module Tutors, supporting Personal Tutors, guest speakers and administrative support personnel to provide the day-to-day general academic support to students. Particular responsibilities of the leader will include, but not be limited to:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data and presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.

The Programme Leader will report directly to the Faculty Board on a termly basis providing an overview of the provision and a progress report.

Each module will be assigned to a named Module Leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, relevant professional bodies, External Examiners, employers and the programme's advisory group. Specific methods used for consulting students include the completion of module evaluation questionnaires, Student Voice Forum (SVFs) and end of year group feedback sessions. The outcomes of this report are scrutinised and agreed at programme level with subsequent monitoring and review being formalised through the Faculty Board meetings and the University Learning and Teaching Quality Committee.

Feedback will be provided to students in the following ways: Minutes and responses to SVF; External Examiner reports and any associated actions arising will be prescribed to students in the November SVF. An overview of the draft AMR and associated actions will be

presented to the SVF in November; an update on achievement of AMR Action plans will be provided in the March SVF.

Regular Programme Team meetings will be held to monitor programme performance. Issues typically discussed include, recruitment and retention, student feedback, assessment calendars, approaches to learning and teaching, coordination of site visits and guest lecture plans. Peer observation as well as peer review of marking, assessment and feedback.

Personal Tutors will be appointed from the relevant FSALS areas as a specific member of staff to act as a Personal Tutor for the students on the programmes and they will ensure the welfare and development of each student allocated to them throughout their period of study.

The Programme Team have established an advisory group of employers during the formulation of the programme and it is intended that this group will be strengthened and maintained to advise the Programme Team on curriculum and employability matters, provide opportunities for field visits, guest lecturers and work placement opportunities. The Programme Advisory Group will be scheduled to meet at least twice in an academic session.

32 Research and Scholarship activity

The Programme Team are committed to ensuring that their knowledge remains current and relevant to changing practice. Additionally, they ensure that they reflect on and develop their teaching practice through engagement with teaching related CPD. As members of their respective professional bodies, the Programme Team are committed to undertaking a minimum level of CPD. Staff undertaking research related to the programme area seek publications for their work at relevant national and international research conferences and in appropriate refereed journals.

33 Learning support

Institutional level support for students

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

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

All students will be provided with a Personal Tutor and will have opportunities to discuss their personal development planning.

Programme Specific Support for Students

The staff offices for the Programme Team are currently accommodated conveniently in one section of the University. This provides an easily identifiable area for students to access the necessary help and support they may require. Lecturers and tutors will also be available through email and telephone within working hours, subject to availability, as well as the 'open door policy' where appropriate.

Every student on the degree programme will be assigned a Personal Tutor (PT) whose predominant task is academic support. PT's are allocated to students in induction week for the entire programme length and are members of the programme delivery team.

The Programme Team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. For academic questions or less pressing issues an appointment process is in place. Part-time students requiring additional support in terms of their employment situation and its impact on their ability to achieve the learning outcomes of the programme's modules will be given the opportunity on a personal basis to gain additional support, counselling and advice from their Personal Tutor, the Programme Leader and the Careers Centre of the University so as to enable them to complete their studies to the best of their capabilities.

Where required, module lectures on the programme will be delivered in classrooms with electronically equipped facilities, including Wi-Fi. The IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

Students have access to campus facilities including the library, sports centre and student services.

Students are expected to submit their assignments through the text-matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

Additional support mechanisms include:

- An extensive induction programme introducing the student to the University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.
- Excellent library and internet support through the help desk.
- A Student Handbook providing information about the Programme structure, University regulations etc.
- Key Skills for Employability incorporated into modules.

Written feedback will be provided for all assessments, normally within three weeks of the hand-in date.

34 Equality and Diversity

Wrexham 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 policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in Higher Education is given the chance to do so.