

## PART TWO PROGRAMME SPECIFICATION

1	<b>Awarding body</b>	Glyndŵr University
2	<b>Programme delivered by:</b>	Glyndŵr University
3	<b>Award title</b>	BSc (Hons) / BSc (Ord) / Dip HE / Cert HE Financial Technology Management
4	<b>Final awards available</b>	BSc (Hons), BSc Ordinary, Dip HE, Cert HE
5	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>	N/A
	<b>Please list any PSRBs associated with the proposal</b>	N/A
	<b>Accreditation available</b>	N/A
	<b>Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)</b>	N/A
6	<b>JACS3 code</b>	BSc (Hons) Financial Technology Management N212
7	<b>UCAS codes</b>	BSc (Hons) Financial Technology Management N1DM BSc (Hons) Financial Technology Management (2 year fast-track) N1DN BSc (Hons) Financial Technology Management (with Foundation Year) TBC
8	<b>Relevant QAA subject benchmark statement/s</b>	Business and Management 2015
9	<b>Other external and internal reference points used to inform the programme outcomes</b>	QAA Framework for H.E. Qualification in England, Wales and N. Ireland QAA Guidelines for programme specifications QAA - UK Quality Code for Higher Education (Parts A, B and C) University Regulations
10	<b>Mode of study</b>	Full time, 2 year fast track
11	<b>Language of study</b>	English

Office use only

Validation event 17 November 2016  
Academic Board approval 21 February 2017  
Programme spec modified and separated to  
separate prog spec August 2017  
Updated August 2018 – changes to level 5  
modules (remove BUS555; BUS554; BUS546;  
BUS542; BUS569: add BUS548; BUS541;  
BUS551)  
*Enter the date of any subsequent revisions*

## 12 Criteria for admission to the programme

### Standard entry criteria

#### *UK entry qualifications*

Applicants for undergraduate bachelor degrees require 112+ UCAS tariff points  
Applicants for 2 year fast track degrees require 120+ UCAS tariff points

#### **Foundation Year / Kick-start:**

This programme will also be offered as a four year kick-start degree (an introductory foundation year plus this three year degree programme). The kick-start will be offered where an applicant does not meet the entry requirements for the three year honours degree or where the department/applicants feel they would benefit from an additional year to gain some additional experience before progression to the full three year degree. Upon successful completion of foundation year, the student will automatically progress to the BA (Hons) degree course. Entrance requirements for the four-year kick start programmes are 48 UCAS points or equivalent. In addition, passes at GCSE in Maths and English/Welsh Language at grade C or above are normally expected. Entry to the four year kick-start programme will be conditional on interview and review of applications to confirm that students are able to satisfactorily complete the programme. Therefore, this route is aimed at:

- Those who do not meet the entry requirements for a full degree.
- Those who have been out of education for a while and feel they would benefit from the extra year of preparation.
- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

***Applicants who are unsure if they meet the criteria should contact Admissions.***

#### *International entry qualifications*

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

### Programme specific requirements

Entry requirements are in accordance with the University regulations.

The entry requirements are:

- GCSE passes at Grade C in English or Welsh and Mathematics, or key/essential skills in communication and application of number at level 2

### Non-standard entry criteria

(e.g. industry experience)

#### **English language requirements**

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, with an overall score of 6.0 and no component below 5.5.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

### 13 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.

#### Programme specific requirements

N/A

### 14 Aims of the programme

#### **BSc (Hons) in Financial Technology Management**

This programme aims to equip students the ability to improve financial service processes (including payments, financing and advisory processes etc.) by proposing effective technology solutions according to different business situations. Modules in this programme are designed with emphasis on international, contemporary and practical contexts in order to ensure graduates are ready for this emerging financial technology industry. The programme provides opportunities for students to benefit from learning in the workplace and through real life case study scenarios so as to develop the skills and knowledge demanded by employers in the sector. These general aims are underpinned by a learning strategy that seeks to offer students self-determination in terms of learning and personal development. The following are the specific aims of the programme:

**Aim 1:** To nurture a new generation of Financial Technology professionals with relevant knowledge and self-confidence in today's fast-changing business environment.

**Aim 2:** To equip students the ability to propose practical technology solutions for improving financial service processes in a global and dynamic business environment.

**Aim 3:** To provide an active learning environment that fosters and sustains students' growth in professional competence, broader skills and values essential for financial technology professionals in the business world.

**Aim 4:** To provide our students with skills and self-confidence based on a knowledge and understanding of principles, theories, concepts and techniques in financial technology management, and their practical applications to business organisations so as to maximise their future employment prospects.

**Aim 5:** To foster entrepreneurial spirit and global vision of students by using a multi-disciplinary and practical approach to provide them with entrepreneurial mind set, skills, knowledge and experience for business venturing, growth and development in local and international environment.

## 15 Distinctive features of the programme

Following distinctive features are included in the programme:

- BSc (Hons) in Financial Technology Management

### **1. Leading-edge Content for Future Business Professionals**

The world of business is ever-changing and our curriculum has changed to reflect latest thinking to reflect the demands and requirements of blue chip organizations seeking to recruit business professionals. As such the programme combines key subject areas such as Economics, Big Data, Management Accounting, and Creating Events with an innovative and entrepreneurial strand to produce market-led differentiation throughout the programme.

### **2. Focus on Real Life Business Experience**

If we are to lay claim to providing future employers with recruits that are “workplace-ready” then we need to build a level of real-life experience into their schedule. We have achieved this in two ways. Firstly, we offer work placements to all students (except for tier 4 sponsored International students) that achieve certain standards of performance and attitude. Secondly, we have endeavoured to build project work into a number of our modules throughout the programme. A number of leading business practitioners support the delivery of modules in the role of occasional guest speakers.

### **3. Embracing Modern Assessment Methods**

In the professional workplace, individuals are expected to communicate in a variety of ways. This can include writing management reports, delivering visual presentations and having in depth one-to-one meetings. As part of our commitment to preparing our graduates for the professional workplace, we recognise the need to provide a variety of assessment methods that retain academic rigour, but also offer students opportunities to develop themselves in a variety of ways. Consequently, students will be assessed by methods such as traditional exam, case study evaluation, presentation and management report writing.

### **4. World-class steering group**

The programme is supported by our world-class steering group to ensure the programme meets market needs and international trends. The members of the steering group come from both academic and commercial sides. Their backgrounds include senior vice-presidents from global investment firms, manager from fortune 500 company, partner of an international recruitment firm and active scholars of the world’s top 100 universities.

## **5. In addition, following are the specific distinctive features of the programme:**

### BSc (Hons) in Financial Technology Management

This programme is the first ever FinTech undergraduate programme in the U.K. It focuses on developing international business sense, creativity and technology management, so this is not a technical engineering or computer science programme. Moreover, students may have chances to work with other students with different talents from other departments at our university to start-up their own business or develop their own products. For example, the business school has recently initiated an "accelerator project" that encourages students from different departments/schools to contribute their start-up ideas. A staff mentor from business school will be allocated to the idea and interested students from different departments / schools will also be invited to contribute to the idea from their field (e.g. marketing, computing and engineering etc). Other than this, the Careers & Zone at Wrexham Glyndŵr University is there to help students make decisions about start-up companies.

The programme structure is unique in terms of the module elements with focus on financial, technology and innovation management knowledge in each level from level 4 to level 6. In brief, the specific combination of the modules serves as bespoke mix of this unique programme. Moreover, students will be arranged to complete their programme-specific dissertation/work placement in their level 6.

In addition, students will be presented with up-to-date real world FinTech case studies, scenarios and tutorial exercises in the programme-specific tutorials in order to equip students the ability to propose effective technology solutions for improving financial service processes according to different business situations. Therefore, students of this programme will be educated with programme-specific teaching materials and approaches, including contextualised tasks that differ from other programmes.

## **16 Programme structure narrative**

### **Structure**

#### **Full-time (Three years)**

The programme starts in September of each academic year and can be studied on a full-time two trimester per year basis over three years. The normal periods for teaching are from September – December and from January – May in each academic session. The full-time programme is normally delivered on a three day per week basis.

#### **Full-time (Two year fast-track)**

The programme starts in September of each academic year and can be studied on a full-time three trimester per year basis over two years. The normal periods for teaching are from September – December, from January – May and from June - August in each academic

session. The full-time fast track programme is normally delivered on a three day per week basis (in trimesters I and II) and three-to-five day per week basis (in trimester III).

### **Composition of Awards**

For the BSc (Hons) Financial Technology Management degree, the following applies:

1. The Certificate of Higher Education in Financial Technology Management is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.
2. The Diploma of Higher Education in Financial Technology Management is an exit award available for a student who has completed 240 credits of which 120 credits were studied at level 5 or above and who is unable or chooses not to continue on the programme.
3. The BSc Financial Technology Management is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and 60 credits at level 6. The level 6 credits can be taken from any of the available modules.
4. The BSc (Hons) Financial Technology Management is awarded to a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

## 17 Programme structure diagram

### BSc (Hons) in Financial Technology Management

Level Four						
Trimester 1	Mod title	Economics	Mod title	Business Communication Skills for Marketing	Mod title	Generating Business Ideas and Innovation
	Mod code	BUS430	Mod code	BUS429	Mod code	BUS432
	New/Exist	New	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Anna Sung	Mod leader	Claire Blanchard	Mod leader	Kelvin Leong
Trimester 2	Mod title	Data Analytics and Understanding 'Big Data'	Mod title	Introduction to Management Accounting	Mod title	Creating Events
	Mod code	BUS435	Mod code	BUS438	Mod code	BUS436
	New/Exist	Existing	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Kelvin Leong	Mod leader	Kelvin Leong	Mod leader	Jacqueline Hughes-Lundy



## BSc (Hons) in Financial Technology Management

Level Five						
Trimester 1	Mod title	Enabling Technologies and Business Opportunities in Finance	Mod title	Engaging and Leading People	Mod title	Advertising and Branding
	Mod code	BUS575	Mod code	BUS545	Mod code	BUS548
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Kelvin Leong	Mod leader	Karen Hynes	Mod leader	Holly Dougan
Trimester 2	Mod title	Customer Service Excellence	Mod title	Digital Marketing	Mod title	Competitive Intelligence Research
	Mod code	BUS541	Mod code	BUS551	Mod code	BUS560
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jacqueline Hughes Lundy	Mod leader	TBC	Mod leader	David Potter

## BSc (Hons) in Financial Technology Management

Level Six							
Trimester 1	Mod title	Globalisation: Challenges and Opportunities	Mod title	Organisational Performance Measurement	Mod title	Business Sustainability and Growth	Dissertation / Work Placement
	Mod code	BUS626	Mod code	BUS641	Mod code	BUS639	BUS 635 / BUS 636
	New/Exist	Existing	New/Exist	New	New/Exist	New	Existing / Existing
	Credit value	20	Credit value	20	Credit value	20	40 / 40
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Option	Option / Option
	Mod leader	Graham Jackson	Mod leader	Jan Green	Mod leader	Anna Sung	Neil Pritchard/Sarah Evans
Trimester 2	Mod title	Disruptive Innovation and Financial Technologies	Mod title	Strategic Marketing	Mod title	Advanced Financial Management	Dissertation / Work Placement
	Mod code	BUS642	Mod code	BUS629	Mod code	BUS633	BUS 635 / BUS 636
	New/Exist	New	New/Exist	Existing	New/Exist	Existing	Existing / Existing
	Credit value	20	Credit value	20	Credit value	20	40 / 40
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Option	Option / Option
	Mod leader	Kelvin Leong	Mod leader	Claire Blanchard	Mod leader	Anna Sung	Neil Pritchard/Sarah Evans

## BSc (Hons) in Financial Technology Management (2 year fast-track) Year One

Level Four							
Trimester 1	Mod title	Economics	Mod title	Business Communication Skills for Marketing	Mod title	Generating Business Ideas and Innovation	
	Mod code	BUS430	Mod code	BUS429	Mod code	BUS432	
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing	
	Credit value	20	Credit value	20	Credit value	20	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Kelvin Leong	Mod leader	Claire Blanchard	Mod leader	Kelvin Leong	
Trimester 2	Mod title	Data Analytics and Understanding 'Big Data'	Mod title	Introduction to Management Accounting	Mod title	Creating Events	
	Mod code	BUS435	Mod code	BUS438	Mod code	BUS436	
	New/Exist	Existing	New/Exist	New	New/Exist	Existing	
	Credit value	20	Credit value	20	Credit value	20	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Anna Sung	Mod leader	Kelvin Leong	Mod leader	Jacqueline Hughes-Lundy	
Level Five							
Trimester 3	Mod title	Global Markets and Investment Strategies	Mod title	Enabling Technologies and Business Opportunities in Finance	Mod title	Competitive Intelligence Research	Innovation Commercialisation
	Mod code	BUS542	Mod code	BUS575	Mod code	BUS560	BUS569
	New/Exist	Existing	New/Exist	New	New/Exist	Existing	New
	Credit value	20	Credit value	20	Credit value	20	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option	Option
	Mod leader	David Potter	Mod leader	Kelvin Leong	Mod leader	David Potter	Anna Sung

## BSc (Hons) in Financial Technology Management (2 year fast-track) Year Two

Level Five							
Trimester 1	Mod title	Financial Decision Making	Mod title	Engaging and Leading People	Mod title	Managing Corporate Risk and Crime	Taxation
	Mod code	BUS546	Mod code	BUS545	Mod code	BUS555	BUS554
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing	Existing
	Credit value	20	Credit value	20	Credit value	20	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option	Option
	Mod leader	ben Binsardi	Mod leader	George Savva	Mod leader	David Potter	Ben Binsardi
Level Six							
Trimester 2	Mod title	Disruptive Innovation and Financial Technologies	Mod title	Strategic Marketing	Mod title	Advanced Financial Management	Dissertation / Work Placement
	Mod code	BUS642	Mod code	BUS629	Mod code	BUS633	BUS635 / BUS636
	New/Exist	New	New/Exist	Existing	New/Exist	Existing	Existing / Existing
	Credit value	20	Credit value	20	Credit value	20	40 / 40
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Option	Option / Option
	Mod leader	Kelvin Leong	Mod leader	Claire Blanchard	Mod leader	Anna Sung	Neil Pritchard/Sarah Evans
Level Six							
Trimester 3	Mod title	Globalisation: Challenges and Opportunities	Mod title	Organisational Performance Measurement	Mod title	Business Sustainability and Growth	Dissertation / Work Placement
	Mod code	BUS626	Mod code	BUS641	Mod code	BUS639	BUS635 / BUS636
	New/Exist	Existing	New/Exist	New	New/Exist	New	Existing / Existing
	Credit value	20	Credit value	20	Credit value	20	40 / 40
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Option	Option / Option
	Mod leader	Graham Jackson	Mod leader	Jan Green	Mod leader	Anna Sung	Neil Pritchard/Sarah Evans



## 18 Intended learning outcomes of the programme

### BSc (Hons) in Financial Technology Management

<b>Knowledge and understanding</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Develop a thorough understanding of how financial markets operate and the components of financial systems globally	Develop an in-depth understanding of technology management principles and techniques to improve financial services.	Critically evaluate and apply different principles, theories and techniques to support financial technology development and management.	Undertake an independent research project which develops a depth of understanding in a particular research field.
A2	A general overview and understanding of business functions in a variety of different sectors	Develop aptitude in applying business techniques in planning, decision making, performance evaluation, and control scenarios.	A critical awareness of the strategic environment within which organizations operate.	
A3	An appreciation of the various models of communication and how to use different techniques for different situations.	Explain the main concepts, principles and regulations in the U.K and global business environment.	Critically appraise the impact of environmental and external forces on organisations including ethical, social, economic and technological change issues.	
A4	An appreciation of the various principles, theories, concepts and techniques of data analytic and finance in which an organization can improve operationally	Demonstrate understanding of the selection criteria and numerical calculations necessary to make informed decisions in a variety of business scenarios.	Critically demonstrate an awareness and appreciation of the complexities of running and managing a business under the trend of globalization.	
<b>Intellectual skills</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Cognitive skills of critical thinking analysis and synthesis in creating communication messages.	Apply knowledge of business theory to real life scenarios and case studies.	Accurately identify the challenges and opportunities of technology in financial services industry.	Synthesise key sources of information and present it in a meaningful and constructive format.

B2	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.	Develop an ability to think on a level above technical or tactical details and yet still make insightful inferences.	Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
B3	Demonstrate numeracy and quantitative aptitude that can be applied to assist business situations.	Demonstrate an ability to absorb complex information and demonstrate ability to explain complex concepts	Critically apply theories and real life business scenarios and formulate plausible and defensible conclusions.	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.
B4	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.	Develop skills in logical reasoning and perception for financial technology management.	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.	

### Subject skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Be able to write and communicate their ideas in a fluid and confidence 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 business or management area.
C2	Demonstrate evidence in making rational arguments in business context.	Explain and communicate complex concepts with confidence.	Demonstrate an independence of thought which enables them to devise their own solutions and knowledge base.	
C3	Ability to offer informed opinion	Analyse situations and come up with	Demonstrate and further enhance	

	on current business issues.	realistic alternative solutions based on quantitative evidence	interpersonal skills of effective listening, negotiating and persuasion.	
C4	Develop numeracy and IT skills.	Self-reflect on their own potential leadership and entrepreneurship style.	Able to apply a variety of rules to different situations and pay attention to detail whilst working under very tight time pressures.	

<b>Professional / Employability Skills and Abilities</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Demonstrate competence in technical and business 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.
D2	Increase awareness of career development opportunities in the field of business 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.	
D3	Discuss the importance of data and business theories in a global business environment.	Demonstrate self-awareness and sensitivity to diversity in people and different situations.	Seek and make effective use of feedback in addition to critical self-awareness.	



## 19 Curriculum matrix

### BSc (Hons) in Financial Technology Management

	<i>Module Title</i>	<i>Core or option?</i>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>A 4</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	
<b>Level 4</b>	Business: Past, Present and Future	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 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 checked="" type="checkbox"/>	
	Business Communication Skills for Marketing	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Business Idea Generation	Core	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Data Analytics and Understanding 'Big Data'	Core	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Introduction to Management Accounting	Core	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Introduction to Financial Markets	Core	<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 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"/>
	<i>Module Title</i>		<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	
<b>Level 5</b>	Engaging and Leading People	Core	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Advertising and Branding	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Customer Service Excellence	Core	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Enabling technologies and Business Opportunities in Finance	Core	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Digital Marketing	Core	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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"/>
	Competitive Intelligence Research	Core	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Module Title</i>		<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	
<b>Level 6</b>	Globalisation: Challenges and Opportunities	Core	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	<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>B 1</i>	<i>B 2</i>	<i>B 3</i>	<i>B 4</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>
	Organisational Performance Measurement	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Business Sustainability and Growth	Option	□	■	■	■	□	■	■	■	■	■	■	■	■	■	■
	Disruptive Innovation and Financial Technologies	Core	□	■	■	□	□	■	■	■	■	■	■	■	■	■	■
	Advanced Financial Management	Option	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■
	Strategic Marketing	Option	□	■	■	■	□	■	■	□	■	■	■	■	■	■	■
	Dissertation	Option	□	□	□	□	■	□	■	■	■	■	■	□	■	■	■
	Work Placement	Option	□	□	□	□	■	□	■	■	■	■	■	□	■	■	■

## 20 Learning and teaching strategy

In accordance with sound educational research and current best practice, the programme will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and its assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy with particular emphasis on:

- The development of autonomous learners.
- 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.

Whilst many of the learning and teaching strategies already exist, the over-arching Business School strategies apply to this degree. It is recognised that the unique nature of these degrees requires some additional strategies to be employed.

The over-arching Business School strategies are as follows:

1. To provide our students with a breadth of content through our online learning platform – Moodle. This includes but it not limited to, video links, journal article recommendations, news stories etc.
2. Teaching typically comprises of a lecture, followed by a tutorial. 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. The Business School has extensive experience already of using these sessions. These activities will be extended into this programme. 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. In recent years, students have been invited to participate in the popular IBM Business Challenge, with both teams succeeding in reaching the semi-finals. 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.
  - v. Engaging in student societies. The Business School Student society has been in existence for the last two academic years. 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. Further 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 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

This programme is located within the NWBS suite of undergraduate 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 business 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 students in the NWBS. As a result, there is a need to ensure that:

- (i) Teaching methods adopted for classroom and related activity are planned to ensure that 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.

Modules within the North Wales Business School typically have a lecture and tutorial component. Whilst the lecture content is broadly similar across different programmes that share the same module, the tutorials provide an opportunity for programme cohorts to break out into their separate groups and apply the learning from the lecture to their constituent sector or business role. This approach embeds a distinctiveness across each of these six programmes that is not evident from module titles alone.

## 21 Work based/placement learning statement

Students will be required to express their preferences for studying on the work placement module at the start of their studies at level 5, although a final decision will not be required until the semester before they are due to be available in level 6. Advice and counselling will be available to students via the Work Placement Tutor and students' Personal Tutors so as to enable informed decisions to be made in terms of work based placement solutions. Placement opportunities are not available to Tier 4 International students.

The mechanisms to ensure that the work placements are valid and that there is clarity in terms of the responsibilities of the employer, student and University staff involved in the delivery and assessment of the work based learning will follow the guidelines set out in the ASET Good Practice Guide for Work Based and Placement Learning in Higher Education (2013). In particular, the principles to foster 'good' practice set out in the ASET Guide and associated Toolkit will be adopted to use as a framework for continuous enhancement of practice. The NWBS procedures for work based

placement learning in place on other approved undergraduate programmes will be used in respect of the following:

- (i) Student selection – the Work Placement Tutor will meet with the designated person within the potential placement organisation that has been identified and located as set out above to ensure the work environment and scope / scale of task requirements(s) are appropriate to deliver an appropriate learning experience for the placement student. The Work Placement Tutor will liaise with the students' Personal Tutors to determine an individual student's aptitude, and appetite for undertaking a placement role within an organisation. In addition, consideration will be given to attendance levels, punctuality, communication skills, contributions to team exercises as well as the student's capacity to commit to their studies and perform to the best of their abilities in the placement selection process.
- (ii) Monitoring – The Work Placement Tutor will arrange weekly meetings with students on the Level 5 and the level 6 work placement module prior to, during and after the placement to ensure the student learning experience is delivering the expected learning outcomes. Such meetings will be supplemented by contact with the designated person within the work placement organisation so as to ensure the smooth operation and delivery of its anticipated placement results.

Students who do not wish to exercise the option of studying on a work placement module will study the Dissertation module at level 6.

## 22 Welsh medium provision

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

## 23 Assessment strategy

The approach to assessment has been guided by the QAA UK Quality Code for Higher Education (chapter B6: Assessment of students) and the University Assessment Guidelines

The overall strategy for the programme is to ensure that assessment provides the opportunity for students to demonstrate achievement of the module learning outcomes, and the potential to demonstrate achievement at the threshold and exemplary levels. Assessment tasks will reflect the current QAA Characteristics and the criteria will be contextualised to reflect the learning outcomes of the module.

The practical nature of the programme is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework for a module typically carries a 50% weighting for the module assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes but is not limited to: exercises for private study or in practical/tutorial classes and team/individual projects and will be designed to increase students' employability skills.

Assessments will be developed in a way that ensures students from different programmes who share the same module can apply their learning to a scenario or issue within their subject area. For example, for a module assessed through means of case

study, separate case studies could be provided across each of the subject areas that share the module. The process of peer and external evaluation and approval of the assessment brief would include ensuring that each case study is consistent in its level of applicability and does not benefit or hinder any programme cohort against others.

Students will receive formative assessment, particularly during the practical and self-study elements of the programme to ensure that they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

This programme will sit within the current undergraduate suite of programmes. This suite provides students with opportunities to evidence their learning in different ways and fits well with the university's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification. Module assessments will be designed to be sufficiently varied in order to accommodate different learning styles.

Emphasis will be placed upon students to undertake independent study activities, in particular when completing the dissertation module. Further, each practical oriented module will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each module.

Feedback is provided continuously to students through informal contact with subject staff in the scheduled seminar/tutorial sessions for the module. Students will receive written feedback on assessed work within the timescales laid down by the University. Such feedback will be provided on a standard form, which includes feedback on performance and identifies areas for improvement and development.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students. Students will be informed of the penalties which apply for non-submission. In addition, students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

Assessment practices will include the use of Turnitin as a tool to support students to develop their academic writing style as well as a tool to detect plagiarism or collaboration. All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with the University's Regulatory Requirements.

The following diagram provides an overview of module assessments and indicative submission dates:

## BSc (Hons) in Financial Technology Management

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
BUS430 Economics	Coursework – case study questions (50%) Coursework – essay questions (50%)	1,500 - 2,000 words 1,500 - 2,000 words	Wk 7 Tri 1 Wk 11 Tri 1
BUS429 Business Communication Skills for Marketing	Portfolio (40%) Group report and presentation (60%)	1,500 words 1,500 words plus 10 minute presentation	Wk 7 Tri 1 Wk 11 Tri 1
BUS432 Generating Business Ideas and Innovation	Report 1 (50%) Report 2 (50%)	1,500 words 1,500 words	Wk 7 Tri 1 Wk 11 Tri 1
BUS435 Data Analytics and Understanding 'Big Data'	Portfolio (50%) Essay (50%)	2,000 words 2,000 words	Wk 7 Tri 2 Wk 11 Tri 2
BUS438 Introduction to Management Accounting	Assignment (50%) Examination (50%)	3,000 words 2 hours	Wk 7 Tri 2 Wk 11 Tri 2
BUS436 Creating Events	Group presentation Report	20 mins 2,500 words	Wk 7 Tri 2 Exam Week, Tri 2
BUS548 Advertising and Branding	Exam (45%) Case Study (45%) Practical (10%)	2 hours 2500 words	
BUS545 Engaging & Leading People	Group Project (70%) Reflective Account (30%)	3,000-3,500 words 1,500-,2000 words	Wk 7 Tri 1 Wk 11 Tri 1
BUS575 Enabling Technologies and Business Opportunities in Finance	Essay (50%) Essay (50%)	2,000 words 2,000 words	Wk 7 Tri 2 Wk 11 Tri 2
BUS560 Competitive Intelligence Research	Research Report (100%)	4,000-4,500 words	Wk 7 Tri 2 Wk 11 Tri 2
BUS541 Customer Service Excellence	Report (60%) Presentation (40%)	2500-3000 words 1500 words	
BUS551 Digital Marketing	Portfolio (100%)	4000 words	
BUS626 Globalisation: Challenges and Opportunities	Oral assessment (30%) Group presentation and report (70%)	N/A 15-20 minute group presentation and Q/A session, 2,500 – 3,000 words	Wk 7 Tri 1 Wk 11 Tri 1
BUS639 Business Sustainability and Growth	Essay (50%) Report (50%)	2,000 words 2,000 words	Wk 7 Tri 1 Wk 11 Tri 1
BUS641 Organisational Performance Measurement	Portfolio (50%) Essay (50%)	2,000 words 2,000 words	Wk 7 Tri 2 Wk 11 Tri 2

BUS642 Disruptive Innovation and Financial Technologies	Case Study (50%) Essay (50%)	2,000 words 2,000 words	Wk 7 Tri 2 Wk 11 Tri 2
BUS633 Advanced Financial Management	Coursework (30%) Exam (70%)	1,500 - 2,000 words 3 hours	Wk 7 Tri 2 Exam Week, Tri 2
BUS629 Strategic Marketing	Report (50%) Report (50%)	2,000 words 2,000 words	Wk 7 Tri 2 Wk 11 Tri 2
BUS635 Dissertation	Research proposal (20%) Project Report (80%)	1,500 words 7,500 words	Wk 7 Tri 1 Wk 11 Tri 2
BUS636 Work Placement	Project proposal (20%) Report (80%)	1,500 words 7,500 words	Wk 3 Tri 2 Wk 11 Tri 2

## 24 Assessment regulations

The regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

### Derogations

N/A

### Non-credit bearing assessment

N/A

### Borderline classifications (for undergraduate programmes only)

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

- (i) At least 50% of the credits at level 6 fall within the higher classification
- (ii) All level 6 modules must have been passed at the first attempt
- (iii) The mark achieved for the 40 credit Dissertation/Work Placement Report module is within the higher classification

## 25 Programme Management

### Programme leader

BSc (Hons) Financial Technology Management - Anna Sung

### Programme team

Dr Jan Green  
Dr Ben Binsardi  
Neil Pritchard  
Dr Kelvin Leong  
David Potter  
Anna Sung  
Jacqueline Hughes Lundy  
Sarah Evans  
Karen Hynes  
George Savva  
Julian Pellatt



## 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 School 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 Forums (SVF's) 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 School 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.

The NWBS will use its system of Personal Tutors to appoint a specific member of staff to act as a Personal Tutor for the students on the programme 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.

### **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.

## **26 Learning support**

### **Institutional level support for students**

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

### **School 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. 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. Students will have an opportunity to change PT's at any time without question.

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.

Where required, module tutorials 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 Business 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 all modules.

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

## **27 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.