

PROGRAMME SPECIFICATON

1	Awarding body	Glyndŵr University
2	Teaching institution	Grŵp Llandrillo Menai
3	Award title	Public and Social Policy
4	Final awards available	Bachelor of Arts with Honours Public and Social Policy Bachelor of Arts (Ordinary) Public and Social Policy Diploma of Higher Education Public and Social Policy Certificate of Higher Education Public and Social Policy
5	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
	Please list any PSRBs associated with the proposal	N/A
	Accreditation available	N/A
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)	N/A
6	JACS3 code	L430
7	UCAS code	L491
8	Relevant QAA subject benchmark statement/s	Social Policy (2016) Social Work (2008) Sociology (2007) Criminology (2014) Youth and Community Work (2009)
9	Other external and internal reference points used to inform the programme outcomes	The framework for higher education qualifications in England, Wales and Northern Ireland QAA 264 08/08 (August 2008) For our Future: The 21st Century Higher Education Strategy and Plan for Wales (2009)
10	Mode of study	Full & part time
11	Language of study	English

Office use only
~Academic Board approval August 16

12 Criteria for admission to the programme

Standard entry criteria

UK entry qualifications

Applicants for undergraduate bachelor Degrees require 240+ UCAS tariff points

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

From 2017 the entry requirements for the BA (Hons) Public and Social Policy programme at Grŵp Llandrillo Menai (GLLM), is 112 (280) UCAS points at A level, or equivalent, supported by other subjects at GCSE at grades A, B or C, or equivalent.

Non-traditional applicants who do not meet these requirements do not need to have passed such qualifications to enter the programme. However, they do need to provide evidence of recent academic study and demonstrate at interview that they are thinking and practising at least at the equivalent level, and have a realistic view of the intellectual demands of the programme.

English language requirements

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5

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.

All candidates will be required to attend an interview.

Non-standard entry criteria

(e.g. industry experience)

Entry onto the programme can also be gained by applicants providing evidence of related professional experience and potential. Prospective students need to show that they will be able to use the programme for learning and are likely to achieve the required standard for the level of the programme they wish to join.

When considering candidates, the college considers whether they can demonstrate their abilities or potential in the following areas:

- experience in areas related to public and social policy (e.g. childcare, residential care, play, drugs, alcohol, probation service etc.);
- an ability to reflect critically upon experiences and to learn from them;
- the capacity to participate in the learning process of the programme;
- an ability to work constructively and build on their own experiences and those of others;
- an informed commitment to work for equal opportunities, challenging oppression and seeking justice for all;
- an ability to manage different aspects of their life;
- an ability to communicate effectively both face-to-face and in writing.

These requirements are assessed via the application form, references and at interview.

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). The rules and processes for Recognition of Prior (Experiential) Learning (RP(E)L) are set out in the Glyndŵr University Academic Quality Handbook. RPL is defined as the recognition of a previously awarded formal certificate, diploma or degree as equivalent to one or more module(s) on a programme of study.

Programme specific requirements

N/A

14 Aims of the programme

Public and Social Policy is both an inter-disciplinary and an applied subject area, drawing on the disciplines of politics, social policy, economics, criminology, law, sociology and psychology. The central concerns of Public and Social Policy are an interest in the welfare of individuals and social groups, and a concern with moral and political debate about the nature of social wellbeing.

Therefore, the general aim of the Public and Social Policy degree programme is to enable students to assess the distribution of welfare and well-being within and across societies and evaluate a range of theoretical perspectives and policy debates in this field of study.

Specific aims of the programme are:

1. To provide a critical appreciation of the origin, development and delivery of public & social policies, governmental and non-governmental welfare systems, and the policy-making process in the UK;
2. To critically review regional and global approaches in social policy, and to enable students to draw on alternative approaches within the social sciences;
3. To enable students to identify, locate and evaluate research methods and sources of data relating to public and social policy.

15 Distinctive features of the programme

The structure presented in this validation document is underwritten by considered design and planning involving professionals and academics with experience of both professional practice and teaching within the field of Public and Social Policy. Careful thought has been given to the range and depth of the programme in terms of the level of delivery, the needs, abilities and expectations of students, and the curricular contexts of the subject discipline.

The curriculum has been designed to strengthen the existing programme provision and has taken into account the updated QAA Social Policy benchmark statement and direct input from local employers. This distinctive programme aligns to both the Glyndŵr University Strategic Framework (2015-2020), and GLLM's HE Strategic Plan (2015-2018). The proposed degree programme also addresses the two key strategies contained in "For Our Future: The 21st Century Higher Education Strategy and Plan for Wales" - to deliver benefits to both social justice and economic success within Wales.

This key planning document focuses upon widening participation and supporting a buoyant economy through concentration on the establishing and development of vocational skills and competences within higher education.

The Public and Social Policy Programme is one of a range of programmes that GLLM currently offers in partnership with Glyndŵr University. This programme will replace the existing BA Honours Public and Social Policy with immediate effect, with roll-out in Level 4 to commence 2016-17, and Levels 5 and 6 to follow in the two subsequent academic years. The proposed revalidated programme offers an opportunity to consolidate the good practice of the current programme, whilst strengthening the subject knowledge and understanding and employability skills of the graduates. The teaching staff team now encompass a wider range of specialisms and practitioner portfolios and this will serve to meet this aim.

The GLLM Strategic goals include supporting employer skills needs in a growing North Wales economy and fostering employer engagement. To this end, an employer focus group has directly informed this revalidated proposal (Appendix 1) and the revised module suite aligns to the sector requirements of graduates' knowledge and skills. In line with GLLM's HE employability plan within the HE Strategy (May 2016) it is proposed that the Public and Social Policy programme team hold an employer focus group at least once each academic year. A focus group meeting, with expanded membership, will be planned for September to review any changes to the programme and include information from the AMR. This will provide an opportunity for employers to feedback and offer guidance, in addition to consolidating collaboration with employers for the WBL experiential elements.

The Focus event detailed in this revalidation documentation yielded multiple action points/guidance points which have been integrated into this proposal. In particular, a wider range transferable employability skills have been embedded, for example:

- Integration of record keeping skills into Dissertation assessment (L6).
- Academic writing aligned to different readerships included in assessment (Intro to Criminal Justice, L4; Study Skills, L4).
- Within the Personal Development Workshop series there will be guest lectures from employers within the sector, and past students who are employed within the sector.
- Reflective practice has been embedded in various assessments (L4, L5, L6) and within the Personal Development Workshop series.
- Ownership and responsibility have been emphasised in the practice of Academic Integrity and autonomous learning throughout the programme.
- Inclusion of formative and summative group work (Intro to Criminal Justice, L4) in order to develop interpersonal skills.
- Inclusion of Oral Presentation Practice (based on Bangor University model) in Personal Development Workshops.

The perceived market for this degree is twofold: it is predominantly mature and local; but also those already employed in the public and social policy seeking continuous professional development who may wish to study specific modules for the purposes of individual career progression in the workplace. The programme's standard student profile reflects that which is identified as a priority for Glyndŵr University student community growth (Strategic Framework 2015-2020).

The Bachelor of Arts with Honours Public and Social Policy offers both full-time and part-time learners:

1. A programme which relates to UK policy agendas, focusing both on the Principality and European agendas within Public and Social Policy;
2. The opportunity to submit assignments in either English or Welsh;
3. A structured and articulated programme of study with academic strands running through all levels;
4. The opportunity to study in a flexible way – the degree is taught over two full days during the week;
5. An enhanced foundation for progression to post-graduate recruitment programmes, as well as to managerial positions in the public and private sectors and research posts;
6. In addition to the Honours degree there are 3 exit awards available which allow learners to tailor their study to their needs and other commitments;
7. Preparation for further study, including Level 7 programmes at Glyndŵr University;
8. Enhanced employability both embedded within the curriculum and offered as a Work Based Learning element.

16 Programme structure narrative

Full-time delivery is over 3 years, with part-time delivery up to 6 years. Full-time study is two days per week for 30 teaching weeks, part-time study attendance would depend on the configuration of modules, but would also be over 30 teaching weeks. As standard modules are 20 credits, exceptions to this are two 10 credit modules in Level 4 and the Dissertation module which is 40 credits. Each 20 credit module is 200 hours in duration, this includes scheduled learning and teaching hours and guided study.

- Level 4 comprises 120 credits (core) and successful completion can lead to an exit award of Certificate of Higher Education, or progression to Level 5.
- Level 5 comprises 120 credits (core) and successful completion of Level 4 and 5 can lead to an exit award of a Diploma of Higher Education, or progression to Level 6.
- Level 6 for those wanting to exit with the Ordinary Degree comprises 60 credits, including the 1 core module and two modules from three options (not including the dissertation).
- Level 6 for those wanting to exit with the Honours Degree comprises 120 credits (core) and includes the dissertation.

In line with attendance policies from both Glyndŵr University and GLLM, attendance registers will be kept for all students and these will be monitored. Poor attendance will be responded to, in accordance with the relevant policies.

Within the Level 5 module 'Understanding Organisations' there is an opportunity for a Work Based Learning element. Time spent at the arranged organisation is included within the scheduled learning and teaching hours for this module, although there is no stipulation as to the minimum (or maximum) number of hours the element requires. For more detail see section 21 and the module descriptor.

In addition to scheduled module hours there will be Personal Tutorials and a Personal Development Workshop series for each level of study.

- There will be personal tutorials (one hour) scheduled each teaching week, with a series of mandatory Personal Tutorials identified at strategic points throughout the year.
- These Personal Tutorials will provide continuity of academic skill development and guidance and also pastoral support.
- Each student is required to attend a minimum of 90% of the relevant Personal Development Workshop series each year. This attendance level is GLLM's intervention

trigger. *Failure to attend the requisite number of sessions will result in the implementation of a process based on Glyndŵr University's Monitoring of Student Attendance Policy.*

- The Personal Development Workshops are Level-specific sessions including: Induction sessions from Glyndŵr University and GLLM services; Academic writing development; ICT; Study Skills support; Oral Presentation skills; Careers guidance; Personal Development Plan; CV writing; Employability Portfolio construction; Peer mentoring and Collaborative Learning Groups.

17 Programme structure diagram

Level Four		
Trimester 1 only	Mod title	Study Skills for Public and Social Policy
	Mod code	SOC435
	New/Exist	New
	Credit value	10
	Core/Opt	Core
	Mod leader	Dr Jacquie Don
Trimester 2 only	Mod title	Introduction to Criminal Justice
	Mod code	SOC434
	New/Exist	New
	Credit value	10
	Core/Opt	Core
	Mod leader	Dr Ann Hynes

Trimester 1 & 2	Mod title	Fundamentals in Social Policy	Mod title	Introduction to Politics	Mod title	Introduction to Sociology and Criminology	Mod title	Domestic Equality and Diversity	Mod title	Research Strategies and Ethical Issues
	Mod code	SOC407	Mod code	SOC408	Mod code	SOC433	Mod code	SOC436	Mod code	SOC411
	New/Exist	Existing	New/Exist	Existing	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Sandra Jones	Mod leader	Neil Bryan	Mod leader	Melanie Edwards	Mod leader	Dr Ann Hynes	Mod leader	Dr Jacquie Don

Level Five						
Trimester 1 & 2	Mod title	Understanding Organisations	Mod title	Vocational Aspects of Social Policy	Mod title	Comparative Governance and Societal Change
	Mod code	SOC530	Mod code	SOC506	Mod code	SOC511
	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	Dr Ann Hynes	Mod leader	Sandra Jones	Mod leader	Sandra Jones
	Mod title	Research and Dissertation Skills	Mod title	The Policy Process in Britain	Mod title	Regional and International Equality and Diversity
	Mod code	SOC508	Mod code	SOC510	Mod code	SOC531
	New/Exist	Existing	New/Exist	Existing	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Dr Jacquie Don	Mod leader	Dr Ann Hynes	Mod leader	Dr Ann Hynes

Level Six (ordinary degree)						
Trimester 1&2	Mod title	Understanding and Responding to Offending	Mod title	Critical Issues in Welfare	Mod title	Addictive and Problem Behaviours
	Mod code	SOC628	Mod code	SOC612	Mod code	SOC615
	New/Exist	New	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Option	Core/Opt	Core	Core/Opt	Option
	Mod leader	Dr Ann Hynes	Mod leader	Sandra Jones	Mod leader	Dr Jacquie Don

Mod title	Vulnerability across the Lifespan
Mod code	SOC627
New/Exist	New
Credit value	20
Core/Opt	Option
Mod leader	Dr Jacquie Don

Level Six (with Honours)						
Trimester 1&2	Mod title	Dissertation	Mod title	Critical Issues in Welfare	Mod title	Addictive and Problem Behaviours
	Mod code	SOC611	Mod code	SOC612	Mod code	SOC615
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Dr Jacquie Don	Mod leader	Sandra Jones	Mod leader	Dr Jacquie Don
	Mod title	Vulnerability across the Lifespan	Mod title	Understanding and Responding to Offending		
	Mod code	SOC627	Mod code	SOC628		
	New/Exist	New	New/Exist	Existing		
	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Core		
	Mod leader	Dr Jacquie Don	Mod leader	Dr Ann Hynes		

18 Intended learning outcomes of the programme

In 2016 the QAA published the revised subject benchmark statement for Social Policy. This degree programme has been developed to address key issues identified in the QAA statement that articulates that:

Graduates of single honours Social Policy programmes in the UK demonstrate knowledge of the:

- origins and development of welfare institutions within and across the UK, and the social and demographic contexts in which they have operated
- role, remit, organisation and contemporary activities of the main institutions of UK welfare systems, including the provision, financing and regulation of social security, education, employment, health and social care, and housing
- framework, operation and financing of the processes of policy making and implementation
- operation and impact of non-governmental sources of welfare, including the informal, voluntary and private sectors, and of how these interact within mixed economies of welfare
- main features of the interrelationships between social policies and differently placed communities, families and individuals
- ways in which other countries organise their social policies and welfare institutions and the effectiveness with which they realise objectives
- subnational and supranational dimensions of Social Policy, including the role and organisation of the European Union and other regional organisations internationally
- international and global contexts of Social Policy
- main issues and contemporary policy debates surrounding social, economic, environmental, cultural and political problems in the UK and beyond
- key thinkers in the area and the theoretical and conceptual ideas and principles driving the development of the subject
- significant sources of data about social welfare, and the main quantitative and qualitative social research approaches and methods used to collect and analyse data.

The QAA statement (2016) further identifies the subject-specific skills which graduates of the discipline should demonstrate, namely:

Graduates in Social Policy demonstrate the ability to:

- i. use established theories and concepts of Social Policy and other social sciences to analyse how social needs, social problems and policies themselves are constructed, reconstructed and understood in national, international and global contexts
- ii. distinguish between, critically reflect on and evaluate different theoretical, empirical, normative, moral and political approaches to social problems and issues
- iii. understand the political and economic contexts of Social Policy and ways in which these impact on policy development and implementation
- iv. locate, retrieve, interpret, evaluate, and apply, relevant qualitative and quantitative data derived from social surveys and other sources
- v. undertake individually and/or collaboratively investigations of social questions, issues and problems. This involves the ability to frame appropriate research questions; identify suitable research problems; and techniques in the collection, management and manipulation of data, including

secondary data, and other information; the use of established electronic databases for information retrieval; the construction of coherent and reasoned arguments; and the presentation of clear conclusions and recommendations.

These QAA benchmark statements have been considered closely during the development of the programme content for the proposed BA Honours Public and Social Policy and the programme aims have been developed in order to address the QAA expectations of Public and Social Policy graduates.

Consideration of the QAA benchmark statements in other discipline-related QAA subject documentation have also been taken into account during the writing process (e.g. Criminology 2014; Social work 2008; Sociology, 2007; and Youth and community work 2009).

Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1 Development, organisation and delivery of Public and Social Policy.	Knows past and present factors which influence the development, organisation, delivery and impact of Public and Social Policy (ideological, theoretical, demographic, political, economic and social).	Analyses ideological, theoretical, demographic, political, economic and social factors which influence the organisation, delivery and impact of Public and Social Policy.	Critically evaluates the comparative influence of the ideological, theoretical, demographic, political, economic and social factors on the organisation, delivery and impact of Public and Social Policy.	Integrates a critical evaluation of the comparative influence of the ideological, theoretical, demographic, political, economic and social factors on the organisation, delivery and impact of Public and Social Policy within a dissertation.
A2 Origins, development and organisation of UK Welfare institutions.	Knows and understands the origins, development and contemporary organisation of UK Welfare institutions.	Demonstrates the ability to apply knowledge of the origins, development and contemporary organisation of UK Welfare institutions to local, regional, national or comparative contexts, and to demonstrate awareness of differences and variation.	Critically reviews ways in which the origins, development and contemporary organisation of UK Welfare institutions have a differential impact (local, regional, national and comparative) on delivery.	Critically reviews ways in which the origins, development and contemporary organisation of UK Welfare institutions have a differential impact (local, regional, national and comparative) on delivery and incorporates this (as appropriate) in a dissertation.
A3 Interdisciplinary Approach	Understands the value of interdisciplinary approaches to inform the study of Public and Social Policy.	Applies an interdisciplinary approach to study of Public and Social Policy.	Critically evaluates the application of interdisciplinary approaches to the study of Public and Social Policy.	Critically evaluates the application of interdisciplinary approaches to the study of Public and Social Policy within a dissertation.

Intellectual skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1 Analysis	Undertakes some analysis of information and begin to formulate solutions to problems arising from that analysis.	Initiates and undertakes analysis of information and propose solutions to problems arising from that analysis.	Can analyse information critically (with reference to relevant evidence) and propose solutions to complex problems arising from that analysis.	Incorporates critical analysis of information (with reference to relevant evidence) and solutions to complex problems arising from that analysis in a dissertation.
B2 Evaluation	Interprets research and other sources of information.	Evaluates evidence and information from a variety of sources.	Critically evaluates evidence and information from a variety of sources, taking into account alternative perspectives.	Critically evaluates evidence and information from a variety of sources (taking into account alternative perspectives) for the production of a dissertation.
B3 Synthesis	Begins to integrate information from a variety of sources to inform their study of Public and Social Policy.	Integrates information from a variety of sources to gain a coherent understanding of. Public and Social Policy.	Integrates information in creative and innovative ways from a variety of sources leading to a coherent understanding of. Public and Social Policy.	Integrates information in creative and innovative ways from a variety of sources leading to a coherent understanding of Public and Social Policy and incorporate this in a dissertation.

Subject skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1 Assessment of Public and Social Policy and Welfare Institutions	Understands core theories, concepts and approaches in Public and Social Policy.	Analyses the impact of Public and Social Policy and the organisation of welfare institutions on individuals and groups.	Critically evaluates the effectiveness of Public and Social Policy and the organisation of welfare institutions within national and comparative contexts.	Critically evaluates the effectiveness of Public and Social Policy and the organisation of welfare institutions within national and comparative contexts within a research project.
C2 Research Skills	Demonstrates and records the ability to undertake investigations.	Undertakes investigations and comments on the reliability and validity of the evidence.	Competently undertakes investigations and critically reflects on research evidence.	Competently undertakes and justifies investigations and critically reflects on research evidence to inform a relevant piece of social research.
C3	Understands research methods and their application.	Assesses application of research methods used to collect and analyse data.	Evaluates the effectiveness of research methods used to	Evaluates the effectiveness of research methods used to collect and analyse data for a

Subject skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
Research Methods and Application			collect and analyse data for Public and Social Policy.	dissertation related to Public and Social Policy.

Practical, Professional and Employability Skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1 Research & Study Skills	Can select appropriate methods for the retrieval of information.	Applies a range of strategies for the retrieval of information.	Works independently and applies effective strategies for the retrieval of information.	Analyses the effectiveness of research methods for the retrieval of data in a variety of contexts.
D2 Communication Skills	Can communicate clearly using appropriate methods of communication.	Communicates effectively using a variety of formats appropriate to the task.	Can use a variety of methods of communication to convey complex information.	Evaluates and applies a variety of methods of communication to convey complex information in a variety of contexts.
D3 Team working Skills	Contributes in an appropriate manner to group tasks.	Works effectively as a member of team, demonstrating sensitivity to the needs of others.	Makes a positive contribution to group work, taking into account the context and demonstrating sensitivity to the needs of others.	Can collaborate effectively with others as team member and team leader in a variety of contexts, supporting and valuing the contributions of others.
D4 Problem Solving Skills	Is aware of problems and can identify appropriate solutions.	Can identify key elements of problems and apply appropriate methods for their resolution.	Identifies and defines the nature of complex problems and applies appropriate solutions.	Analyses the constituent parts of problems and evaluates alternative approaches for their resolution.
D5 Information Technology Skills	Utilises appropriate IT skills for a given task.	Develops their ability to use IT in an effective manner.	Demonstrates the ability to apply a range of IT skills.	Evaluates a range of IT applications and justifies their usage.
D6 Reflection on Learning	Can identify own skills and abilities.	Demonstrates the ability to reflect on progress and respond to feedback.	Regularly reviews own progress and develops effective strategies to improve performance.	Can take a proactive approach and effectively manages own learning, reflecting on and responding to feedback.

19 Curriculum matrix

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

	<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>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
Level 4	<i>Fundamentals in Social Policy</i>	Core	■	■	■	■	■	□	■	■	■	■	■	□	■	■	■
	<i>Introduction to Politics</i>	Core	■	□	■	■	■	□	□	■	■	■	■	□	■	■	■
	<i>Introduction to Criminal Justice</i>	Core	■	■	□	■	■	■	■	■	□	■	■	■	■	■	■
	<i>Introduction to Sociology and Criminology</i>	Core	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■
	<i>Research Strategies and Ethical Issues</i>	Core	□	□	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Domestic Equality and Diversity</i>	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
	<i>Study Skills for Public and Social Policy</i>	Core	□	□	□	■	■	■	□	■	■	■	■	■	■	■	■
	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
Level 5	<i>Understanding Organisations</i>	Core	■	■	□	■	■	■	□	■	■	■	■	■	■	■	■
	<i>The Policy Process in Britain</i>	Core	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Research and Dissertation Skills</i>	Core	□	□	□	■	■	■	□	■	■	■	■	■	■	■	■
	<i>Comparative Governance and Societal Change</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Vocational Aspects of Social Policy</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Regional and International Equality and Diversity</i>	Core	■	■	■	■	■	■	■	□	□	■	■	■	■	■	■
	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
Level 6	<i>Critical Issues in Welfare</i>	Core	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
	<i>Understanding and Responding to Offending</i>	Core	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■

	<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>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
	<i>Dissertation</i>	Core	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
	<i>Addictive and Problem behaviours</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Vulnerability across the Lifespan</i>	Core	■	■	■	■	□	□	■	■	■	■	■	■	■	■	■

20 Learning and teaching strategy

Learning and Teaching Strategies

The learning and teaching strategy has been informed by a combination of Subject QAA Benchmark Statements, which reflect the breadth of content. Social Policy (QAA, 2016) supports the inclusion of traditional teaching methods as well as engagement with employers and external organisations as sources of learning opportunities. An emphasis is placed on the use of the VLE, and the value of a range of teaching methods and learning approaches.

Lectures will normally be used to provide an introduction to the main themes, debates and interpretations of the subject, conveying basic information, and signposting issues to be considered and providing a common foundation of learning for all students.

Lectures will also be used to promote students' skills in listening, note-taking, reflection, discussion and their appreciation of how information is presented. Lectures will generally be supported through the use of audio visual aids - primarily PowerPoint - and materials from face to face lectures will be made available electronically via Moodle, the GLLM's VLE facility.

Lectures will also be supported by additional regular contact time in small group and individual tutorials to develop the students understanding of the key elements of the material delivered during the taught inputs. This is module specific and therefore is in addition to the Personal Development Workshops which have a wider, non-module specific remit.

Seminars and workshops are used to provide opportunities for more student-centred and interactive learning. Usually organised around themes for discussion and/or designated reading, seminars and workshops aim to deepen students' knowledge of a particular subject, and their ability to examine and reflect critically on alternative perspectives. They also aim to develop skills in information retrieval and presentation, communication skills and team/group working skills.

The VLE will be an integral part of provision and will offer opportunity for differentiation, extension activities (for example: reading; online activities; worksheets; formative assessment), peer collaboration, lecture materials as well as other supporting resources. Links to online media, publications, podcasts and videos will also be available. Aligned to the assessment strategy for the programme, the VLE will facilitate online submission, formative assessment and group collaboration using a variety of tools/activities which could include: discussion forums; wikis; blogs and quizzes.

Key Skills for Employability

In accordance with GLLM's Teaching, Learning and Assessment Strategy (2014-2016) employers have been involved in developing high quality teaching and learning resources and providing guidance with regards to developing key skills for employability. The Glyndŵr Graduate (2013) identifies the ten Key Skills for Employability, this programme's Learning and Teaching Strategy is designed to embed these and provide students with the opportunities to develop the Glyndŵr Graduate Attributes.

Complementing discipline knowledge, skills and attitudes, the graduate attributes and key skills will be provided through module-based teaching and learning, assessment,

WBL and supplementary opportunities which include the non-credit-bearing Personal Development Workshops.

With reference to the QAA Subject Benchmark Statement (Social Policy, 2016) this programme of study equips graduates with personal and generic skills which will serve to be both transferable and the foundation for life-long learning.

Work Based Learning

WBL opportunities will be supported within the Level 5 module 'Understanding Organisations'. The form and duration of this student organised element can vary depending on the nature of the organisation, availability and practical considerations. Preparation for this learning opportunity will commence in Level 4 during a structured series of Personal Development workshops. During these tutor-led scheduled sessions potential host organisations identified and contacted by the students. The students are responsible for all costs including DBS (if required by the organisation) and travel. The module leader, for Understanding Organisations, and relevant personal tutors will ensure that appropriate experiential elements have been confirmed which will facilitate completion of the summative assessments.

The programme team will liaise with students and the host organisation to ensure clarity of expectations and commitment. Personal tutors will be nominated as point of contact for any queries or problems raised by either the organisation or student.

The focus of the WBL element will be to consolidate theoretical knowledge on the policy processes within organisations. To this end, an indicative WBL experiential element may include the following: access to relevant documentation; informal interviews with staff; observation of work practices; engagement with policy initiatives. This experience will inform the preparation and completion of the summative assessments detailed in the module descriptor.

Additional information about WBL can be found in the next section and the relevant module descriptor.

21 Work based learning statement

In keeping with the expectations of the sector, the programme is designed to enhance the employability of the students. The main module which incorporates Work Based Learning (WBL) is the Level 5 Module 'Understanding Organisations'. Students are required to identify and arrange an experiential element of study. This element of study is designed to form the basis of the Case Study (Assessment 2) of this module, and can be used as the basis for the Case Study (Assessment 2) in 'Regional and International Equality and Diversity' module. This WBL element is formally managed by the module leader, Programme Leader and HE Curriculum Coordinator. Mechanisms for identification of potential host organisations; initial contact and communication with host organisations; DBS checks; programme team monitoring of students within organisation and liaison between programme team and organisation are detailed in the PSP WBL handbook.

The students will be advised by their host organisation whether a DBS check is required for 'regulated activity'. Initial planning of the WBL element begins in Level 4 (Personal Development Workshops) so there will be time for students to arrange any necessary

DBS checks. Students will take responsibility for application for DBS and any costs incurred.

The form and duration of this student organised element can vary depending on the nature of the organisation, availability and practical considerations. Preparation for this learning opportunity will commence in Level 4 where a DBS check will be completed (if required) and potential host organisations identified by the students. Guidance and supervision of the planning stage will be undertaken by a combination of staff including Module leader, Programme Leader, HE curriculum Coordinator and HE Careers Advisor during scheduled Personal Development Workshops. Students are required to keep notes of all contact with their host organisation and submit with the final Case Study. A timesheet is also required detailing the time spent with the organisation and activities undertaken. The module leader, programme leader or HE Curriculum Coordinator will be allocated as supervisor for each student and they will maintain regular contact with the student from Level 4 planning initiation. The supervisor will also contact the organisation once prior to the student attending to ensure clarity of expectations and commitment, as well conducting an appropriate risk assessment. During the students' attendance at the organisation the supervisor will contact the organisation at least once to review the arranged experiential learning element. Following conclusion of the experiential element students are required to contact the organisation to notify them of their completed case study and this is to be made available to the organisation upon request.

The focus of the WBL element will be to consolidate theoretical knowledge on the policy processes within organisations. To this end, an indicative WBL experiential element may include the following: access to relevant documentation; informal interviews with staff; observation of work practices; engagement with policy initiatives. This experience will inform the preparation and completion of the summative assessments, detailed in the module descriptor, in terms of providing a case study and working knowledge of an organisation. No assessment of the WBL activities will take place per se.

The WBL experience complements the taught component of this module, and other modules where a variety of methods for teaching and learning will include lectures, workshops, formative presentations, group work, individual tutorials, structured briefing papers, discussion, case studies and research.

22 Welsh medium provision

The programmes will be delivered through the medium of English. GLLM is able to provide bilingual learning materials and tutorial support in a bilingual setting, even when the course is not offered bilingually. In accordance with the GLLM Welsh Language Scheme (2014-2017) learners have the right to present work for assessment in either Welsh or English. Learner services and support are available in both Welsh and English.

The most recent Grŵp Llandrillo Menai Welsh Language Scheme received approval from the Welsh Language Commissioner June 2014. It has adopted the principle that in the conduct of public business in Wales, it will treat the English and Welsh languages on a basis of equality. GLLM's Welsh Language Scheme sets out the ways in which the institution intends to increase learners' experiences of the formal and informal use of Welsh, and increase Welsh language delivery and assessment. To this end, GLLM has embedded and implemented the Welsh Language Scheme into its systems and procedures.

The availability of Welsh-medium assessment will be explained to students at their initial interview and during the induction process. Those students who intend to present work through the medium of Welsh, when the instruction of the course or module is in English, should normally inform the course tutor at the beginning of the academic year. When a student requests assessment through the medium of Welsh, assessments should where ever possible be made available in Welsh and English to the student cohort as bilingual documents. The assessment process for students who submit written or oral work through the medium of Welsh is conducted most effectively by assessors who are both linguistically and academically competent to make judgements in the language of the original Welsh text in order to eliminate or minimise intervention between the student's work and the assessor. Ideally a suitable Welsh-medium assessor will be identified, but there is also provision for translation within the Welsh language policy in HE for GLLM. The support of a Translation Services Team is available, and Bangor University's computer translation system, Trosi, is used under licence.

23 Assessment strategy

The assessment strategy is informed by relevant QAA benchmark statements, good practice in assessment and teaching and learning strategies of GLLM and Glyndŵr University. Students will be assessed in accordance with the assessment schedule identified for the Award and within each module, and a range of assessment methods will be used. Both formative and summative assessment will be used to target support which enables all learners to achieve their target.

The assessment for each module will be aligned to the learning outcomes of the module, and design of the assessment strategy has been influenced by the need to:

- link theoretical analysis of social policy with empirical enquiry;
- enable students to identify and understand different value positions found within social policy;
- ensure students acquire the skills and qualities which will enable them to become active and informed citizens, capable of participating effectively in the policy process, and equipped for a dynamic labour market;
- draw on the intellectual traditions and perspectives of social science disciplines;
- empower students to appreciate the interaction and inter-dependence between theory and the operation and impact of social policies.

A range of assessment methods is used across the curriculum with different methods being used as appropriate for individual modules. The principal methods used are assessed coursework which consists of essays and reports, poster presentations, student-led seminars, oral presentations, and a formal dissertation. There are also formal examinations (unseen papers). Care has been taken to provide a balance of methods both within modules and across each level.

All assignment briefs will be verified by the Programme Team before being sent to the Academic Link for onward submission to the External Examiner for approval.

Feedback on Assessment

Students will receive written feedback within the timescales laid down by Glyndŵr University. All students receive individual written feedback on their assessed work. This will be provided on a standard form, which includes feedback on performance

and identifies areas for improvement and development.

Double-marking and moderation

The standardisation of assessment throughout the programme will be the responsibility of the Programme Leader in association with the course team. Assessment will appear as a standing agenda item in course team meetings. Standardisation of assessment strategies across all awards, modules and assignments will be ensured.

Turnitin

Glyndŵr University provides students with an opportunity to use Turnitin and the programme team reserves the right to require students to make the final submission of an assignment through Turnitin.

Extenuating circumstances and deadlines for submission

Students will be given a schedule of assessment submission dates for the year. They will be informed of the penalties which apply for non-submission. 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.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date (teaching weeks 1-30)
Level 4			
SOC407 Fundamentals in Social Policy	50% Essay 50% Report	2,000 words 2,000 words	12 27
SOC408 Introduction to Politics	50% Essay 50% Exam	2,000 words 2hrs	16 29
SOC434 Introduction to Criminal Justice	50% Group presentation 50% Individual assessment (2 x briefing notes)	10 mins 2 x 500 words	28-29 28
SOC433 Introduction to Sociology and Criminology	25% Oral presentation 25% Digest of reflective journal 50% Essay	10 mins 1,000 words 2,000 words	6 13 29
SOC411 Research Strategies and Ethical Issues	25% Essay 25% Report 25% Report 25% Report	1,000 words 1,000 words 1,000 words 1,000 words	6 11 20 26
SOC436 Domestic Equality and Diversity	20% Oral Presentation 30% Essay 50% Seminar presentation and paper	Approx. 10 mins 1,200 words 15 mins + 500 words	8 17 27
SOC435 Study Skills for Public and Social Policy	20% Essay plan and references 40% Essay 40% Essay	400 words 800 words 800 words	4 7 15
Level 5			
SOC530 Understanding Organisations	50% Reflective journal 50% Case study	2,000 words 2,000 words	6,10,15,19 27

SOC510 The Policy Process in Britain	25% Oral presentation 75% Report	10 mins 3,000 words	27-29 13
SOC508 Research and Dissertation Skills	75% Research proposal 25% Viva	3,000 words 10 mins	19 24-26
SOC511 Comparative Governance and Societal Change	50% Report 50% Seminar presentation and paper	2,000 words 15 mins and 500 words	12 26-28
SOC506 Vocational Aspects of Social Policy	50% Essay 50% Exam	2,000 words 2 hrs.	11 29
SOC531 Regional and International Equality and Diversity	50% Poster Presentation 50% Case Study	15 min 2000 words	10 28
Level 6			
SOC612 Critical Issues in Welfare	50% Essay 50% Exam	2,000 words 2 hrs.	13 29
SOC628 Understanding and Responding to Offending	40% Essay 15% open book exercise 45% Essay	1600 words 600 words 1,800 words	10 19 29
SOC611 Dissertation	20% Poster presentation 75% Dissertation 5% Record keeping	15 mins 6,000 words 1,000 words	11-12 26 26
SOC615 Addictive and Problem behaviours	50% Essay 50% Seminar presentation and paper	2,000 words 15 mins and 500 words	12 26-28
SOC627 Vulnerability across the Lifespan	40% Essay 40% Essay 20% Exam	1,600 words 1,600 words 1hr	11 21 29

24 Assessment regulations

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

Derogations

N/A

Non-credit bearing assessment

Each student is required to attend a minimum of 90% of the relevant Personal Development Workshop series each year. This attendance level is GLLM's intervention trigger. *Failure to attend the requisite number of sessions will result in the implementation of a process based on Glyndŵr University's Monitoring of Student Attendance Policy.*

Borderline classifications (for undergraduate programmes only)

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

- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40 credit Dissertation module is within the higher classification.

25 Programme Management

Programme leader

Dr Ann Hynes

Programme team

Diane King (PT)

Dr David Matthews (PT)

Dr Jackie Don (HE Curriculum Coordinator)

Melanie Edwards

Neil Bryan

Sandra Jones

Terry James (PT)

Justin Griffiths-Bell (contributes to Personal Development Workshops)

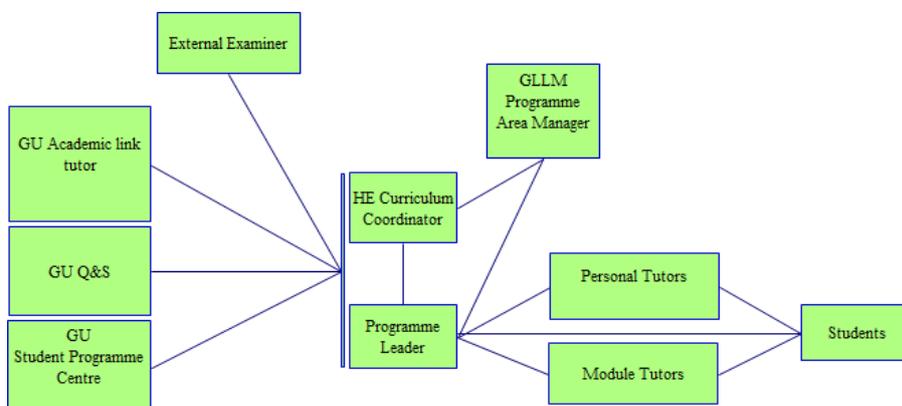


Figure 1. Overview of roles of Programme Leader and HE Curriculum Coordinator.

Quality management

Within GLLM HE is effectively monitored at prescribed intervals from recruitment through to successful completion and attainment, for each level of each programme. Performance information is systematically reported upon at the HE Quality and Academic Standards Group (HEQASG) which feeds into the GLLM's committee structure. This structure ensures that key performance indicators and allied recommendations for enhancement are reported at Executive Management Team level. The Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at Grŵp Llandrillo Menai (the Grŵp) following its review in March 2016. A team of QAA reviewers visited the Grŵp and judged that its academic standards, the quality of its student learning opportunities, and the quality of information about its learning opportunities all meet UK expectations. The enhancement of its student learning opportunities is commended.

The review identifies a number of examples of good practice. These include:

- the sustained proactive and systematic support for students who are preparing for their engagement with higher education
- the highly effective use made of external examiner reports to inform quality development
- the sustained and cohesive partnerships with employers which support curriculum development and delivery.

Each Programme Area is headed up by a manager and there is an identified Programme Leader for each Programme of Study, where there are many HE Programmes in an area they also have a HE Curriculum Coordinator. Each HE Curriculum Coordinator works with a number of programmes to support the team. These key staff drive quality engagement and compliance and ensure that the course team adheres to validation documents, policies and procedures and that liaison between GLLM's internal Assistant Principal (AP) Quality and Performance, AP Business Services and HE, HE Development Manager, Quality Assurance Manager and HE Academic Leader, together with the External Moderator and External Examiner, is effective.

The quality procedures are rigorous and apply to all areas of GLLM including functional areas. For curriculum areas, the quality procedures are based upon the following activities:

1. Setting targets for key performance indicators (attendance, retention, successful completion and attainment).
2. Monitoring targets through gathering evidence of performance. This includes:
 - Staff-Student Consultative Committees (SSCCs) take place twice a year, with student representatives from all levels present, together with the programme team.
 - Student representatives are also present at the annual course review (June).
 - An anonymous student survey (externally administered by QDP) and benchmarked against similar UK institutions delivering HE in FE
 - Conducting HE Learner Panels chaired by a Governor/AP Learner Experience
 - Holding student focus groups (College-wide)
 - Module evaluations
 - Measuring attendance levels by course/class
 - Measuring retention, successful completion and attainment against QAA subject benchmark statements and over time
 - Regular team meetings to discuss issues, share good practice and create action plans for improvements
 - Annual classroom observations of teaching staff by managers
 - Systematic monitoring of standards through internal verification, second marking using GLLM /Partner HEI procedures as directed

- An Annual Monitoring Report (AMR) is completed for each programme, incorporating comments from External Reports, resulting in a Quality Enhancement Plan which details points of good practice to share with course teams and points identified as areas of development with planned action to address them
- A HE Self Evaluation Document (SED) summarises the quality of Higher Education at GLLM across the learning network and reflects the application of the Quality Code
- Annual Curriculum reviews analyse current and future provision, based upon market information and performance within each programme, based upon the key performance indicators

Student representatives drawn from each academic level are elected at the start of each year of the programme and attend meetings as indicated above. Feedback, comment and queries from learners are obtained formally through regular discussion at student quality meetings, and informally through discussion related to specific issues as and when they arise. General meetings and focus groups are also attended by the HE Student Officer (NUS) who reports to HEQASG on general student issues and follows up on how these are being resolved. The HE Student Officer writes the Student Written Submission for QAA review, and also an annual report.

Regular communication and meetings with the academic link tutor from Glyndŵr University ensure that quality standards are upheld. Three meetings are scheduled throughout the academic year (one each term) for the Academic Link Tutor to attend Coleg Llandrillo, meet with the team and speak with students. Within these meetings the standing agenda includes assessment, staffing, marketing, student support and student experience. Peer review of all exam papers by the Academic Link Tutor is undertaken (in addition to the External Examiner), as well as the requisite sample of all assessment tasks. A sample of marked work is also available for the Academic Link Tutor so that the monitoring of marking consistency by the External Examiner is supported. The Academic Link Tutor is also present at key events throughout the programme calendar, such as Ethics Panel and end-of-year Course Review. The Programme Leader attends all Module and Award Boards.

Minutes from Course Review meetings and Programme Team meetings will be forwarded to Academic Link Tutor/ Glyndŵr University, and redacted (for student confidentiality) versions available on GLLM VLE. SSCC minutes and AMR will be submitted to Glyndŵr University and available on GLLM VLE (PSP Homepage). Module Evaluation report will be submitted to Academic Link Tutor and available on the VLE (PSP Homepage).

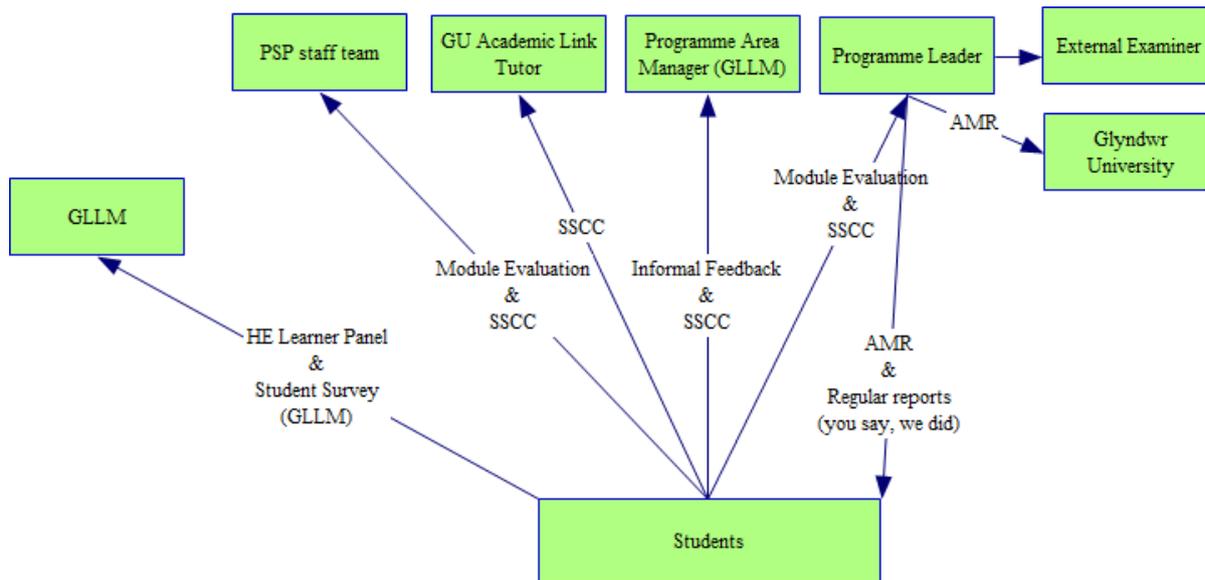


Figure 2. Student feedback communication diagram.

Research and scholarship activity

Academic and/or Professional Expertise

GLLM supports staff in the continuing development of their professional practice and aims to ensure:

- all staff who teach on HE programmes are suitably academically and vocationally qualified;
- a commitment to teaching excellence;
- all staff have recent, relevant industrial/commercial experience to ensure they are up to date with modern employment needs;
- all staff have appropriate research opportunities;
- all staff have appropriate teaching loads which enable them to deliver high quality teaching and learning.

GLLM supports these stated aims by:

- providing financial support for degree and post-graduate studies via the Degree and Post-graduate support application process contained through the Staff Development department;
- ensuring that all staff who teach on HE courses are appropriately qualified and are engaged in appropriate research and continuous professional development activities.
- providing in-house support for staff engaged in degree and post-graduate studies via the Grwp Llandrillo Menai Scholarship/Research Group;
- organising an internal annual HE conference for all staff involved in HE provision, making use of specialist, leading-edge external speakers as appropriate;
- ensuring that staff undertake relevant commercial and/or industrial updating to ensure they are aware of the needs of employers;
- providing course development time for staff engaged on new courses/modules;
- giving a higher weighting to HE teaching hours to reflect the research and planning required to deliver;
- arranging exchange visits for staff with partner HEIs to share good practice;

- providing a programme of in-house HE related staff development to ensure all staff remain at the leading edge of developments and share good practice, using specialist input where appropriate;
- provide funding for staff engaged on HE courses to attend external staff development events as appropriate and identified via the appraisal or programme self-assessment process.

Generally, all programme staff attend a variety of training events, conferences and work experience opportunities relevant to the sector, and their specialist areas. The majority of the teaching team have post-graduate qualifications such as PhD and MSc/MA, and most have an appropriate teaching qualification. New appointments will gain an appropriate teaching qualification within two years of joining the team. Two of the team are also lecturers on the Teacher Training courses offered at GLLM. Members of the teaching team hold professional status in a variety of fields, and associated memberships. The HE Curriculum Coordinator has been a Fellow of the Higher Education Academy since 2008, and is working towards Senior Fellowship status.

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' Guild

See below for GLLM support for learning

School support for students

Academic Personal Tutor Support

At each level, the student cohort group will be assigned a tutor who will act as a Personal Tutor to each member of that group - this will be a member of the teaching staff with appropriate academic experience and knowledge of the programme. This Personal Tutor will advise on academic matters as well as aspects of personal welfare. In particular, the Personal Tutor will advise part time students on the choice of modules and the exact pathway to be selected in completing the programme.

Personal individual tutorials will be available each week and there will be specific mandatory tutorials scheduled throughout the academic year, as per GLLM guidance. Students are able to contact Personal Tutors to arrange mutually convenient individual appointments to discuss any urgent concerns.

In addition, the Personal Development Workshops (Appendix 3) follow a group tutorial format and incorporate sessions on key issues identified by GLLM to be included in group tutorials (finance; enterprise; bilingualism; citizenship; equality & diversity; health & wellbeing). GLLM offers a programme of scheduled activities which complement the programme-specific provision. These include: Health and Well-being week; Volunteering week; Enterprise week.

Student contacts, including personal tutorials, concerns and action plans, are recorded on eDrac (GLLM's electronic tracking system) and students have access and editing rights for any Action Plans logged.

Personal Development Planning

Personal Development Planning (PDP) is ongoing throughout registration on the programme, beginning in the induction programme at Level 4. The majority of this provision is facilitated through individual personal tutorials and also the Personal Development Workshops which adopt a group tutorial format.

The Personal Development Workshops are tailored to each of the three levels and include one hour of delivery per week. The schedule for each Workshop series incorporates sessions that enable learners to audit their skills and identify action points and development priorities. Sessions will be delivered by the teaching team as well as the HE Careers Officer, guest speakers (including employers), and specialist staff from GLLM. An indicative schedule of Personal Development Workshops is included in Appendix 3. Content aligns to the generic skills outlined in the QAA Social Policy benchmark statement (2016) and the Glyndŵr Graduate (2013).

Programme specific support for students

Learner Experience

GLLM will ensure that all students on the BA Public and Social Policy receive a learning experience that is comparable to that received at Glyndŵr University, by offering the following:

- enabling the students to attend Glyndŵr University's Induction Programme at the Wrexham Campus;
- providing full access to Glyndŵr University's resources;
- providing full access to the University's Appeals' Procedures;
- arranging visits from Glyndŵr University's staff to contribute to the programme.

Support for Learning:

Students are able to access the range of support services available at GLLM and Glyndŵr. In 2014 a new £4.5 million pound 'University Centre, Coleg Llandrillo' (UCCL) opened at the Rhos-on-Sea Campus. The Centre is equipped with state-of-the-art lecture theatres and seminar rooms, as well as specialist library resources, IT facilities and study areas. The programme will be delivered where possible in this building and the HE students have access to the outstanding additional teaching and learning facilities.

1. Advice and Guidance

The Learner Services Team in the Advice & Guidance Centre is available to provide impartial information about study and careers options to help learners make the right choices. A dedicated HE Adviser is also available.

2. Careers Service

GLLM operates a careers and advisory service, and has close links with the Careers Centre Team at Glyndŵr University.

3. Child Care

GLLM can help HE students to find a registered childcare provider. There may also be funds available to help towards the cost of childcare.

4. Financial Advice

Advisers are available to help students access the latest information on financial matters, including bursaries, grants and student loans.

5. IT Facilities

GLLM's libraries, IT workshops and many of the teaching rooms provide access to IT facilities. These include the latest technology and software. Students are provided with an email account, cloud space, and internet access as well as Wi-Fi access within designated areas of the campus.

The Virtual Learning Environment (VLE) platform is Moodle and facilitates offsite access to resources and materials to complement lecturer/tutorial learning. Moodle is used extensively on all HE courses as both a learning resource and as a means of communication with students. Its continued, and innovative, use will underpin this proposed degree programme, and provide on-line information and participative learning tools.

6. Library

Library facilities are available at all of GLLM's campuses (Coleg Llandrillo, Coleg Meirion-Dwyfor; Coleg Menai), providing access to an extensive stock of books and journals. The new UCCL building hosts the HE library collection and GLLM library resources can be accessed remotely online and access to external resources is also arranged for specific courses. The UCCL library is open 6 days a week and evenings during term time for accessibility.

The college is a member of Linc y Gogledd, a partnership with Glyndŵr and Bangor Universities and the Public Library Services of Gwynedd, Ynys Mon, Flintshire, Denbighshire and Conwy. This partnership gives students access to additional resources including the University of Wales catalogue and resources in the public libraries and other local FE colleges. The library also provides access to a wide range of electronic resources including e-books and e-journals which can be accessed off campus.

7. Student Welfare

The institution's Student Welfare Co-ordinators provide confidential advice on a range of personal issues, from finding accommodation to counselling services.

8. Study Skills

GLLM's Learning Support staff can provide help with English/Welsh, Maths and Study Skills if learners require help. In addition to the services offered by GLLM, students are also entitled to access the full range of student services available at Glyndŵr University.

9. GLLM Student Union

Each of the three Colleges has an elected Student Union President and there is also a dedicated Higher Education Student Union Officer for GLLM.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

GLLM is committed to creating an educational and working environment which provides equality of opportunity and freedom from any form of discrimination. GLLM is also committed to providing education and training opportunities and support services for all learners which meet their needs and enable them to fulfil their potential, including all learners defined as having protected characteristics. GLLM's staff will not discriminate directly or indirectly against, or harass learners, customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of GLLM's education and training provision or other services.