

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	Certificate of Higher Education in Forensic Science Diploma of Higher Education in Forensic Science BSc Forensic Science BSc (Hons) Forensic Science
Award title	BSc (Hons) Forensic Science
JACS 2 code	F410
UCAS code (to be completed by admissions)	F410
Relevant QAA subject benchmark statement/s	Biosciences and Chemistry 2007 There is no QAA benchmark for Forensic Science. (Under development)
Other external and internal reference points used to inform the programme outcomes	Forensic Science Society (professional society) accreditation benchmark: http://www.forensic-science-society.org.uk/information/ae.html Chemistry (part) Biosciences (part) Royal Society of Chemistry
Mode/s of study (p/t, f/t, distance learning)	Full Time or Part Time
Language of study	English with a proportion being available in Welsh

Date at which the programme specification was written or revised	Validated May 2008 Revised May 2012 Updated August 2012
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Criteria for admission to the programme

The admission process adheres to Glyndŵr University's published policies on Equal Opportunities and Student Disabilities, and we fully support and encourage applications from *all* suitably qualified students. Students may make applications through the medium of Welsh if they so wish.

Entrance requirements for the programmes are:

- i. At least 240 points at Level 3 including a science subject (preferably chemistry). In addition passes at GCSE in Maths and English/Welsh Language at grade C or above are normally expected.

OR

- ii. Equivalent experiential learning will be considered for applicants with insufficient or no formal qualifications. An example of typical equivalent experiential learning would be 2 - 3 years working in a relevant scientific position, such as a laboratory technician. Candidates with no formal education must demonstrate evidence of an ability to study at the higher education level. The Admissions Tutor will require candidates to undertake a piece of written work, assessing their literacy and numeracy skills, and basic scientific knowledge, to demonstrate their capacity to study at the appropriate level. Those candidates who satisfactorily complete the written exercise will be invited to attend a formal interview with programme staff to assess their motivation, experience and readiness to study. Candidates who are unable to demonstrate sufficient competence to be offered a place on BSc (Hons) programme may be offered a place on the FdSc Forensic Science.

Applicants may be able to gain Accredited Prior Learning and/or Accredited Prior Experimental Learning in accordance with Glyndŵr University regulations, dependent upon evidenced qualifications and/or experience.

International and European applicants will be expected to have attained IELTS 6.0 or an equivalent recognised qualification. Potential applicants gaining IELTS 5.5 or equivalent may be given the opportunity to sit a pre-sessional English Language course, organised by Glyndŵr University, to enable them to raise their standard of English to that required.

Students who are unsure if they meet the criteria should contact the Admissions Tutor, Dr Joss Bartlett, for advice.

Aims of the programme

The primary aim is to provide students with an up-to-date Forensic Science programme that meets the component standards for a forensic science degree laid down by the Forensic Science Society, and will produce high quality graduates with excellent further study and employment opportunities. Modules have been designed to cover the specific criteria of the component standards of the Forensic Science Society and the QAA (Biosciences and

Chemistry) 2007 Benchmarks. The programme is structured so as to provide a logical and coherent progression through these modules.

Specifically, the programme will equip/provide students with:

- (i) A theoretical understanding of the analytical techniques used in (forensic) science.
- (ii) The practical laboratory skills required for employment in a modern science laboratory.
- (iii) The ability to critically evaluate, discuss and present scientific data/information.
- (iv) The practical crime scene investigative skills required for employment in specialty areas.
- (v) A broader understanding of science in both the workplace and in society.
- (vi) The generic, transferable skills demanded by employers.

Distinctive features of the programme

The Bsc (Hons) Forensic Science degree has been specifically developed for students who have an interest in the application of the sciences to the detection of crime. Students will gain an in-depth theoretical knowledge and understanding of crime scene investigation, the recovery of evidence, and chemical and physico-chemical trace analysis, as well as the practical skills required for employment in a forensic science laboratory or as a crime scene investigator. The students will also be equipped from strong scientific elements (particularly chemistry and biology) in the programme to obtain jobs in a many other areas (e.g. in analytical labs, industry and school education *etc.*) or to go on to study for a postgraduate qualification in a scientific field. The programme has been structured so that theoretical and experiential learning modules interlink and support each other throughout. Students will first learn the principles that underpin the analytical and investigative methods before gaining hands-on experience.

Particular benefits of the programme are:

- (i) Friendly, approachable staff.
- (ii) Highly experienced, research-active staff.
- (iii) Research-led advanced modules on analytical methods.
- (iv) A dedicated crime scene investigation laboratory.
- (v) Hands-on practical experience of modern laboratory equipments.
- (vi) Crime scene investigation role-plays set by experienced CSIs.
- (vii) Simulated and real courtroom practice.
- (viii) Regular opportunities to attend Forensic Science Society meetings.
- (ix) Regular seminars from external experts, and potential employers!
- (x) Gain a scientific qualification, highly sought after by many employers.
- (xi) Some tutorial support available through the medium of Welsh.

The quality of the programme and the high levels of student support given have been noted by our External Examiners in recent years. Comments by the External Examiners include:

On curriculum currency and relevancy:

“The crime scene apartments are a very positive development and will allow students to develop professional crime scene practice through simulations.”

“Visiting court cases early in the course I thought was an excellent idea to help students develop a sense of legal processes which are further developed at higher levels.”

“...attendance at relevant conferences and other scholarly activity take place and this feeds directly into the curriculum. “

On learning, teaching and student support:

“...good detailed feedback... “

“I thought this was an excellent approach, students could clearly see how their overall marks were obtained and the specific strengths and weaknesses in their work.” [On the use of feedback proformas].

“Comments were supportive and encouraging.”

“Students taking heed of the feedback could only improve subsequent work.”

“I certainly felt that a great deal of support was available to students...”

“...highly supportive of students needing help for whatever reason.”

“The teaching appears to be of high quality with highly qualified and experienced academic staff and having a practitioner on staff is key to student satisfaction on employability and professional standards.”

“The standard of performance I observed was good overall with some examples of excellent coursework on the forensic content modules. It is clear that work submitted had achieved the intended learning outcomes.”

“The marking criteria were clear to students. Feedback was provided and clearly great effort has been maintained by staff in providing this level of student-centred support.”

Programme structures and requirements, levels, modules, credits and awards

Programme structure

Full Time

Level 4 (Year 1)

Semester 1			Semester 2		
Cell Biology (20 Credits)	Introduction to Chemistry (20 Credits)	Forensic Evidence and Criminal Justice (20 Credits)	Maths and Statistics for Science (20 Credits)	Laboratory Chemical Analysis (20 Credits)	Crime Scene Investigation (20 Credits)
			Core Sci Elective Uni		Elective All

Level 5 (Year 2)

Semester 1			Semester 2		
Forensic Biology (20 Credits)	Analytical Methods (20 Credits)	Forensic Strategy and Examination (20 Credits)	Instrumental Analysis (20 Credits)	Laboratory Instrumental Analysis (20 Credits)	Forensic Imaging (20 Credits)
					<i>Elective All</i>

Level 6 (Year 3)

Semester 1		Semester 2		
Forensic Taphonomy (20 Credits)	Drugs and Toxicology (20 Credits)	Forensic Research Project (40 Credits)	Science in Court (20 Credits)	Forensic Investigation of Mass Fatalities (20 Credits)
				<i>Elective All</i>

Part Time

Some students may prefer to study on a part-time basis, to allow themselves to manage their studies alongside their work and/or family commitments, and we offer the programme on a part-time basis for such students. We recognise the importance of providing a flexible part-time programme for students with such commitments and so allow our part-time students, within the constraints of the timetable, any pre/co-requisite requirements and Glyndr University regulations, to select the range of modules best suited to their wishes/requirements. To ensure that a particular, individualised route is appropriate and coherent, proposed routes are discussed in detail and agreed between the student and the Programme Leader.

Students following individualised part-time routes must successfully complete each level of study before moving to the next.

It is important that part-time students feel part of the programme and University "community." Part-time students enjoy access to the same facilities and high levels of student support as full-time students. Part-time students can keep up-to-date on events and activities by logging on to the programme pages of Moodle and are encouraged to attend seminars and student conferences alongside their full-time colleagues.

Intended learning outcomes of the programme

Forensic science can be described as the application of science in relation to the law, particularly criminal law. The learning outcomes are intended to ensure that students gain an in-depth theoretical knowledge and understanding, and hands-on practical expertise in

the three areas of forensic science, namely: crime scene investigation and the recovery of evidence; laboratory analysis of evidence and; the interpretation and dissemination of results. The programme has been designed to meet the Forensic Science Society and Royal Society of Chemistry criteria for accreditation and recognition, respectively.

Learning outcomes are taken from QAA and Forensic Science Society benchmark documents.

A) Knowledge and understanding: Students will be able to:

- A1** Evaluate the roles, responsibilities and liabilities of personnel involved in the investigation of crime.
- A2** Co-ordinate and perform systematic searches of crime scenes, and recognise, collect and record (including photograph) potential evidence.
- A3** Understand the requirements of continuity of evidence and the principles of quality assurance.
- A4** Explain and evaluate the evidential and intelligence value of information obtained by crime scene investigation and laboratory analysis.
- A5** Understand the fundamental physical and, particularly, chemical principles that underpin forensic science, and know how the chemical and physical properties of materials can be used to both characterise and quantify them.
- A6** Understand the physico-chemical principles of separation science, on which the separation and characterisation of trace materials relies.
- A7** Review the fundamental principles of spectrometry, know the full range of instrumental techniques used to identify trace evidential materials and be able to identify unknown materials from their spectra.
- A8** Evaluate the effects of illegal drugs on humans and the methods used for the qualitative and quantitative analysis of such drugs.
- A9** Understand the molecular biological principles that underpin forensic biology in general and DNA profiling in particular.
- A10** Appraise the use of entomological and ecological information in forensic science.
- A11** Assess the statistical significance of scientific data.
- A12** Plan and implement a research project, under supervision.
- A13** Plan and implement a systematic search of a complex crime scene, without supervision.

B) Intellectual skills: Students will be able to:

- B1** Describe and assess the potential complexity of crime scene investigation, and the practical and legal constraints.
- B2** Organise and appraise their knowledge and understanding of the essential scientific facts, concepts and theories relating to forensic science.
- B3** Assemble and evaluate information from a variety of sources.
- B4** Apply their knowledge and understanding to the solution of unfamiliar problems.
- B5** Critically assess scientific data/information.
- B6** Express information in a manner comprehensible to others.
- B7** Critically evaluate casework related experiments.

- B8** Demonstrate a critical awareness of databases, such as the national DNA database.
- B9** Formulate approaches to the investigation of a range of (simulated) crime scenes.
- B10** Construct approaches for the identification of unknown trace materials.
- B11** Use statistical methods to assess the validity of information/data.
- B12** Assess the influences that science and technology and the wider society have on each other, and be able to contribute to the debates on the role of science and technology in society.

C) Subject and other skills: Students will be able to:

- C1** Carry out risk assessments of a crime scene and of laboratory experiments, taking into account any specific hazards: biological, chemical and/or physical.
- C2** Assess and investigate crime scenes; recover potential evidence.
- C3** Record and evaluate crime scene observations in a logical, comprehensive and contemporaneous manner in keeping with established and accepted codes of good practice.
- C4** Appraise the possible techniques for the analysis of any substances that may be encountered in the investigation of a crime.
- C5** Select, set up and use laboratory equipment and instrumentation; design appropriate laboratory experiments.
- C6** Retrieve and analyse DNA and other biological evidence.
- C7** Record and appraise experimental observations in a logical, comprehensive and contemporaneous manner in keeping with established and accepted codes of good practice.
- C8** Interpret data/scientific information in a meaningful, structured manner.
- C9** Present the results of forensic investigations in structured, contemporaneous manner.
- C10** Collect and critically assess information from a wide variety of sources.
- C11** Plan and conduct research, under supervision, to expand their knowledge base.

D) Professional and Employability Skills and Abilities. Students will be able to:

- D1** Demonstrate a responsible, ethical, professional approach to work.
- D2** Prepare cogent written scientific documents, and demonstrate written and verbal communication skills
- D3** Demonstrate mathematical skills.
- D4** Work effectively as part of a team.
- D5** Effectively manage their time, and work within a framework where there are competing priorities and values.
- D6** Work independently, setting and achieving appropriate goals.
- D7** Demonstrate the ability to retrieve information from a wide range of sources including government papers, academic journals and electronic databases.
- D8** Demonstrate problem solving skills.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Level 4 Modules

Module	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13
Crime Scene Investigation	•	•	•										
Forensic Evidence and Criminal Justice	•		•	•									
Introduction to Chemistry					•								
Cell Biology									•				
Maths and Statistics for Science											•		
Laboratory Chemical Analysis					•	•					•		

Level 5 Modules

Module	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13
Analytical Methods					•	•		•			•		
Instrumental Analysis					•	•	•				•		
Forensic Biology									•	•			
Forensic Imaging	•	•	•										
Forensic Strategy and Examination	•	•	•	•									
Laboratory Instrumental Analysis					•	•	•				•		

Level 6 Modules

Module	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13
Forensic Taphonomy	•	•	•	•					•	•			•
Drugs and Toxicology	•		•	•	•		•	•					
Forensic Research Project ¹											•	•	
Science in Court	•		•	•									
Forensic Investigation of Mass Fatalities	•	•	•	•									

¹ Other learning outcomes will depend on the topic of project.

Intellectual Skills

Level 4 Modules

Module	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12
Crime Scene Investigation	•		•			•			•			
Forensic Evidence and Criminal Justice	•		•									
Introduction to Chemistry		•			•							
Cell Biology		•										
Maths and Statistics for Science					•							
Laboratory Chemical Analysis		•	•	•	•	•				•	•	

Level 5 Modules

Module	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12
Analytical Methods		•		•	•					•	•	
Instrumental Analysis		•	•	•	•					•	•	
Forensic Biology		•	•		•			•				
Forensic Imaging	•					•			•			
Forensic Strategy and Examination	•		•		•	•			•			
Laboratory Instrumental Analysis		•	•	•	•	•				•	•	

Level 6 Modules

Module	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12
Forensic Taphonomy	•		•		•	•		•	•			
Drugs and Toxicology		•	•	•	•	•	•			•	•	•
Forensic Research Project ¹		•	•	•	•	•	•				•	
Science in Court	•		•		•	•	•	•				•
Forensic Investigation of Mass Fatalities	•		•		•	•		•	•			

¹ Other learning outcomes will depend on the topic of project.

Subject and Other Skills

Level 4 Modules

Module	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
Crime Scene Investigation	•	•	•						•	•	
Forensic Evidence and Criminal Justice			•						•	•	
Introduction to Chemistry				•				•		•	
Cell Biology	•			•	•	•				•	
Maths and Statistics for Science								•		•	
Laboratory Chemical Analysis	•			•	•		•	•		•	

Level 5 Modules

Module	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
Analytical Methods				•				•		•	
Instrumental Analysis				•				•		•	
Forensic Biology	•			•	•	•	•	•		•	
Forensic Photography	•	•	•						•	•	
Forensic Strategy and Examination	•	•	•						•	•	
Laboratory Instrumental Analysis	•			•	•		•	•		•	

Level 6 Modules

Module	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
Forensic Taphonomy	•	•	•	•		•	•	•	•	•	•
Drugs and Toxicology			•	•				•	•	•	
Forensic Research Project ¹	•				•		•	•		•	•
Science in Court			•					•	•	•	
Forensic Investigation of Mass Fatalities	•	•	•						•	•	

¹ Other learning outcomes will depend on the topic of project.

Professional and Employability Skills and Abilities

Level 4 Modules

Module	D1	D2	D3	D4	D5	D6	D7	D8
Crime Scene Investigation	●	●		●	●	●	●	
Forensic Evidence and Criminal Justice	●	●			●	●	●	
Introduction to Chemistry	●	●	●		●	●	●	●
Cell Biology	●	●			●	●	●	
Maths and Statistics for Science	●		●		●	●	●	●
Laboratory Chemical Analysis	●	●		●	●	●	●	

Level 5 Modules

Module	D1	D2	D3	D4	D5	D6	D7	D8
Analytical Methods	●	●	●		●	●	●	●
Instrumental Analysis	●		●		●	●	●	●
Forensic Biology	●				●	●	●	
Forensic Photography	●	●			●	●	●	
Forensic Strategy and Examination	●	●		●	●	●	●	
Laboratory Instrumental Analysis	●	●	●	●	●	●	●	●

Level 6 Modules

Module	D1	D2	D3	D4	D5	D6	D7	D8
Forensic Taphonomy	●	●		●	●	●	●	●
Drugs and Toxicology	●	●		●	●	●	●	
Forensic Research Project ¹	●	●	●		●	●	●	●
Science in Court	●	●		●	●	●	●	
Forensic Investigation of Mass Fatalities	●	●		●	●	●	●	

¹ Other learning outcomes will depend on the topic of project.

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Modules will be taught *via* a range of delivery methods, appropriate to the material covered, *viz.*:

- Lectures.
- Seminars and workshops.
- Laboratory classes.
- Simulated crime scenes.
- Court Room classes.
- Tutorials.
- Virtual learning environment (Moodle)
- Independent study.

Lectures

Lectures will be used to provide students with an introduction to each topic, covering the fundamental factual and theoretical material. This delivery method ensures all students gain a common, firm basis on which to build. During the course of lectures students will also develop key transferable skills such as active listening and note taking. Most lectures are delivered *via* data projector with the option to use multimedia to assist teaching.

Seminars and workshops

Seminars and workshops will be used to support lecture material, providing opportunities for more student-centred, interactive learning and the development of problem solving skills. Seminars and workshops deepen student's knowledge of a particular subject, and their ability to sort and critically evaluate information. Students will also have the opportunity to develop presentation, communication and team working skills.

Laboratory Classes

In laboratory classes, students will gain hands-on experience of the various experimental techniques used in chemical and instrumental analysis. Laboratory classes enable students to develop their practical skills in a simulated work environment. Practical and theoretical problem solving skills will be strongly developed, as will students written communication skills.

Simulated Crime Scenes

Simulated crime scenes will be used to train students in the search and recovery of trace evidence, building on, and extending material covered *via* other teaching methods. During simulated crime scene investigations students will benefit from real work-like environments, devised by a former Scene of Crime Senior Investigator. Sessions will facilitate student-driven, interactive learning, the development of problem solving skills, team working and communication skills.

Court Room Classes

Students get the opportunity to act as both prosecution and defence expert witness in mock trials in local court rooms. These trials allow students to gain experience in the imposing settings of the court rooms, while presenting their evidence and honing

their verbal presentational skills.

Tutorials

In addition to serving a very important pastoral role, small group tutorials provide students with the opportunity to explore themes and ideas in an in-depth, self-directed, but staff-guided fashion. Tutorials play a pivotal part in the personal development of students, building confidence and developing communication skills. Some tutorials can be conducted through the medium of Welsh.

Virtual learning environment (Moodle)

The virtual learning environment (VLE) has been used extensively in the daily teaching practice. Moodle is a multifunctional VLE platform. Pre-enrolment materials, announcements, lecture notes and coursework assignments are all placed on Moodle. Students are to try exercises and quizzes, and participate in on-line forums and discussions boards to ask questions or give comments on the programme. The Moodle text function has also been used for urgent information (e.g. rescheduling or cancellation of lectures) by sending messages to students' mobile phones.

Independent Study

Independent study is a key element in any degree programme promoting self-discipline and reflective learning at a pace set by the learner. Initial staff-directed self-study, which will guide students to key information resources, will, as the student progresses, give way to student-directed self-study. Student-directed study enables the learner to expand their knowledge and explore the subject matter to the full limit of their abilities. For instance, the reading of e-journals, available from Science Direct, enhances knowledge and helps students evaluate information critically. Students will be given an introduction to the all of the available learning resources during Induction.

Welsh Medium

In line with the University's Welsh Language Policy, students are entitled to submit assessments in Welsh. Additionally, approximately 5% of the programme can be undertaken through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Any assessment has three primary aims:

- (i) To provide a method for evaluating a student's abilities for the purposes of progression and certification.
- (ii) To provide a vehicle for the promotion of student learning.
- (iii) To provide feedback to teaching staff and external examiners on the quality of the provision and to ensure equity of standards across the HE sector.

The most appropriate methods of assessment vary between modules. The methods of assessment used will reflect the content and learning objectives of each module.

Students will be made fully aware of the methods of assessment and the weighting of individual components to be used in each module from the outset.

The following methods of assessment will be used:

- (i) Unseen written examination.
- (ii) Problem solving test (open-book).
- (iii) Written reports/portfolio
- (iv) Assignments/essays.
- (v) Practical tests.
- (vi) Oral presentations.
- (vii) Poster presentations.

Unseen written examinations

Unseen written examinations test a student's knowledge and understanding of the subject matter, along with their ability to develop lines of argument, solve problems and work independently. Assessment by unseen written examinations is expected by professional bodies, such as the Royal Society of Chemistry, and will be used as part of the assessment process in modules with a substantial lecture component.

Problem solving test (open-book)

Problem solving is a key skill in forensic analysis and crime scene investigation. In open-book problem solving assignments students will be asked to apply their knowledge and understanding to solving new problems, testing their critical thinking, their application of knowledge and their analysis of data, rather than their ability to recall information. Problem solving exercises also promote learning and understanding.

Written reports/portfolio

Report writing is another key skill for scientists. Data must be correctly noted, and presented in a logical, coherent fashion, understandable to both fellow scientists and lay persons. It enables a student to develop a fuller understanding and explore ideas in more depth. It also gives students a great opportunity to learn how to organise the reports into a portfolio in a professional way.

Assignments/essays

Written assignments and research essays test a student's critical thinking, information collection and management skills, and communication skills. It is a good training opportunity on the literature search and reading, as well as the academic writing skill. Group assignments also develop team working and interpersonal skills.

Practical tests

Employers demand science graduates with a high degree of practical skill. Practical tests enable these skills to be assessed. In addition to testing a student's ability to perform specific tasks, practical tests also assess a student's ability to evaluate a problem and form a plan of action, collect and manage data/information, manage their time effectively and learn independently.

Oral presentations

Oral presentations promote self confidence, and develop verbal and visual communication skills. Other skills developed/assessed include time management, critical thinking, planning and research, and, of group projects, team working and

interpersonal skills.

Poster presentations

Scientific information is often disseminated in the form of a poster presentation. It is therefore important that students are able to compile information and present it in a cogent fashion *via* this medium. A student's critical thinking and judgement, time management, information management and communication skills are also challenged by this form of assessment.

Assessment regulations that apply to the programme

University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

Programme Management

Basic Management Structure

The programme will be delivered by full-time, permanent members of academic staff within the Department of Chemistry. Day-to-day management of the programme will be undertaken by the Programme Leader, overseen by the Academic Head of Department. Responsibility for individual modules will rest with the Module Leaders.

The effectiveness of the programme management procedures will be overviewed annually by Annual Monitoring Reports and four-yearly *via* the Programme Scrutiny process.

Monitoring and Feedback

Overall monitoring of the programme will be the responsibility of the Academic Head. A Department management meeting, chaired by the Academic Head, and attended by the programme team and other academic/research staff, will be held quarterly. This meeting will have responsibility for ensuring the quality and standards of the programme, and for the implementation of any remedial actions necessary.

There is another yearly-run Annual Monitoring Report meeting in collaboration with Students Programmes Centre. The Programme Leader will prepare an annual monitoring report, covering the statistic data of the programme, feedback from the students and external examiner report *etc.*, which is to be discussed and approved in the meeting.

The sources of feedbacks to this programme are listed below.

- (i) Staff-Student Consultative Committees (SSCCs).
- (ii) Student Perspectives of Module (SPOMs).
- (iii) External Examiners.
- (iv) External Agencies.
- (v) Any other sources.

Staff-Student Consultative Committees. – SSCCs, chaired by a member of academic staff from outside the programme, will be held at least once per semester. The Chair will minute student feedback for action/response by the Programme Leader. Minutes

of the SSCCs and the response from the Programme Leader will be posted on the Department's page of Moodle.

SPOMs.– Module Leaders will distribute SPOMs at the end of each module. A summary of the analysis of the SPOMs, along with any other feedback (e.g. from the student suggestion box), will be passed to the Programme Leader for action/response.

External Examiners.– Comments from External Examiners on the quality and standards of the programme and the appropriateness of teaching and assessment methods will be received by the Programme Leader, who, in consultation with the Academic Leader, will draft a response to the examiners.

External Agencies.– All staff, overseen by the Academic Head, have a responsibility to establish and maintain contacts with local employers/professional bodies, seeking feedback on existing provision and advice on future developments for individual modules and the programme as a whole.

Any other sources.– Comments/feedback from any other sources, such as that obtained through Staff Development or through acting as External Assessors at other HE institutions will be reported to the Programme Leader for consideration/action.

Particular support for learning

Student Support

Many students find adjusting to higher education difficult and/or stressful. Support is available to students from a variety of sources, both at academic area level and at the Institutional level. The high levels of support offered have been commented on by external assessors:

“I certainly felt that a great deal of support was available to students...”

“...staff are approachable.”

“...highly supportive of students needing help for whatever reason.”

Students are allocated a Personal Tutor, who stays with them throughout their programme, and to whom they may turn to for help and support, be it on academic or personal matters.

We also have a Peer Support system, where final years students from the programme act as mentors to first year students, providing friendly informal support and guidance to new students.

The University offers a wide range of support from welfare services, such as accommodation, finance, welfare, disability support, counselling, chaplaincy and healthcare provision, as well as practical services such as photocopying and e-learning. The support services teams are based in the Edward Llwyd Centre on the Plas Coch campus, together with the Library, IT Helpdesk and Careers Centre. Childcare facilities are also available to students.

Personal Development Planning (PDP)

Personal Development Planning (PDP) is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development.

PDP embraces a range of approaches to learning that connect planning (an individual's goals and intentions for learning or achievement), doing (aligning actions to intentions), recording (thoughts, ideas, experiences, in order to understand and evidence the process and results of learning) and reflection (reviewing and evaluating experiences and the results of learning). Personal Development Planning is an essential element of the programme and elements of PDP are embedded within most modules, so that students can maximise their learning experience, helping themselves to achieve their personal/academic goals.

Equality and Diversity

The programme has been designed and delivered in a way of supporting widening access, participation and progression, regardless of students' personal characteristics of age, disability, race, sex, sexual orientation, gender reassignment, pregnancy or maternity, religion or belief and their status of being married or in a civil partnership.