

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University
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?	None
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	FdA Health & Social Care Certificate of Higher Education in Health & Social Care
Award title	FdA Health & Social Care
JACS 2 code	L510
UCAS code (available from Admissions)	L990
Relevant QAA subject benchmark statement/s	The following QAA Benchmark Statements have been referred to Youth & Community http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Youth-and-community-work.aspx Social Work http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/socialwork08.pdf Health Studies http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf
Other external and internal reference points used to inform the programme outcomes	
Mode/s of study (p/t, f/t, distance learning)	Full Time & Part Time
Language of study	English
Date at which the programme specification was written or revised	September 2013 Revised January 2015 Revised August 2015 Revised July 2016

Criteria for admission to the programme

Glyndŵr University will be responsible for recruitment and admission onto the programme. Entry onto the programme will be in accordance with the University regulations and Glyndŵr University's access and equal opportunities policies. These are designed to make higher education accessible to the broadest range of participants. They ensure that all applicants will be considered solely on the basis of their merits, abilities and potential to succeed in their chosen programme of study.

The general requirement for admission to the foundation degree is 120 UCAS points at A level or equivalent. In addition applicants must have 5 GCSE passes at grade C or above including Mathematics, English/Welsh 1st language. Other relevant learning experiences may be considered for entry to the programme. A student may be allowed entry to the course if he/she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course.

All students will be interviewed as part of the admissions process. For those applicants that are already working within health or social care settings, either paid or voluntary, agreement of the organisation to support them to gain the foundation degree will be required. Through the interview, the team will confirm that the student's workplace or volunteer setting will allow the student to fulfil the programme requirements. For those applicants who are not already working within health or social care settings, they will be responsible for organizing individual work based experiences which can be in a variety of related areas including for example, health or social care settings, youth work or supporting those voluntary organisations involved with vulnerable groups, substance misuse or domestic violence. They will be supported by the programme team and specifically, within the Level 4 and level 5 work based learning modules to enable them to draft letters and CVs and make contact with service providers and organisations in order to secure appropriate work based experience and learning opportunities.

All students are subjected to a criminal records check by the Disclosure and Barring Service (DBS) on admission. Students will be required to pay for their own DBS check.

Glyndŵr University's Recognition of Prior (Experiential) Learning RP(E)L procedures will be applied on an individual basis within the procedures to applicants seeking exemption from any part of the programme who are able to demonstrate they meet the criteria.

Aims of the programme

There are two key driving markets that underpin the development of this programme:

1. To meet the learning needs of the large numbers of NHS Career Framework levels 3 & 4 Health Care Practitioners who are increasingly required by their employers to enhance their knowledge and skills to meet changing services
2. To offer a broad based background exploring principles of health & social care for traditional undergraduate population of post FE students.

Therefore the programme aims to provide learning opportunities at Levels 4 & 5 for students who will be seeking to gain employment in a range of health & social care settings, including the Health service (in community and hospital care), social care and residential care for children and adults in statutory, private and voluntary sectors:

- a) To enhance the student's skills in communication & engagement, teamwork critical thinking & independent learning through effective education and work-based learning experiences and their career development
- b) To facilitate progression into a range of careers including health & social care organisations, support work, youth & community work and other care related professions.
- c) To open opportunities for students to continue with undergraduate study in their chosen career pathway and beyond as they progress upwards within the health & social care skills escalator
- d) To meet employers' requirements for a competent workforce.

Distinctive features of the programme

The programme is designed for students who are work-based and will be engaging in either full or part-time study. The course can be studied over a period of two years full time and could be extended to a maximum of four years for those wishing to study on a part time basis. The programme provides a modular framework together with work-related learning opportunities that enable the student to meet service development, employer and workforce development needs as well as enhancing career development and employability prospects. This approach reflects the reality of the needs of society and students who complete this programme and who are likely to be supporting some groups of people within the population who require particular attention. These groups include:

- disabled people of all ages
- older people
- young people
- individuals and families affected by domestic abuse
- minority groups within the population including lesbian, gay and bisexual
- people in, and from ethnic minority groups

The needs of these groups cannot be met without better and more effective multi-disciplinary/agency working. Research suggests that effective multidisciplinary working is dependent upon a mutual understanding of the roles of other functional areas. This proposed programme affords the opportunity to deliver an education opportunity enabling students to develop and explore the skills, knowledge and understanding that underpin effective working in an inter-disciplinary practice environment to effectively support the needs of service users. Consequently the proposed programme will be the first of its type in Glyndŵr University to offer an integrated approach to learning delivered by academics across a range of disciplines. Learners will benefit from being part of a diverse community of enquiry as well being taught by a multidisciplinary programme team.

This programme encompasses core areas of the subject of Health & social care that equip students to progress to employment and/or provide a broad-based foundation from which they would be in a position to continue the route towards further study. In line with the University's approval criteria, there will be an opportunity for those students who successfully complete the foundation degree, to progress to a level 6 top up programme. The potential route that has been identified for the FdA Health & Social Care is the BSc (Hons) Health & Community.

The academic team from within Health Sciences and Applied Social Sciences have developed a well-respected reputation for supporting students in their studies, including those from non-traditional routes to university entry. This contributes to the widening participation and social inclusion agendas

in Wales, but also serves to develop a student focussed programme of study which includes learning and teaching activities that are progressive, respectful of individual contribution and demonstrate a continual striving for excellence, which all students can benefit from.

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

The structure of the course, the levels, credit ratings and the awards that can be gained are detailed below.

Module Title	Core/Optional	Level	Credit Value
SOC425 Introduction to Health & social care	Core	4	20
SOC426 Communicating & Interacting in Health & Social Care	Core	4	20
SOC431 Introduction to Mental Health	Core	4	20
SOC427 Working with Vulnerable People	Core	4	20
SOC424 Personal & Professional Development Through Work Based Learning (1)	Core	4	40
SOC528 Engagement for wellbeing in health and social care	Core	5	20
SOC524 Research Foundations in Health & Social Care	Core	5	20
SOC525 Equality & Diversity in Health & Social Care	Core	5	20
SOC526 Working with Groups in Health & Social Care	Core	5	20
SOC527 Personal & Professional Development Through Work Based Learning (2)	Core	5	40

All modules are 20 credits apart from the level 4 & 5 Personal & Professional Development Through Work Based Learning modules which are 40 credits. At the end of each level an exit award is available. Although not routinely expected to exit the programme at level 4, recognition of student achievement is considered important and valued. Students who have successfully completed 120 level 4 credits and who find themselves unable to continue with the programme, are entitled to the exit award of Certificate of Higher Education in Health & Social Care. To be awarded the FdA Health & Social Care students must successfully complete 240 credits (120 level 4 credits and 120 level 5 credits).

PROGRAMME STRUCTURE

Full time

The programme has a modular structure and is designed to be delivered full time over a minimum of two years. Students are normally expected to take 120 credits in each academic year. Normal programme attendance is approximately two days a week engaged in lectures and one day a week spent as a learner engaging in work based learning activities. Additional directed learning activity through Moodle Virtual Learning Environment (VLE) will also be undertaken as part of independent learning time.

Part time

The programme has a modular structure and is designed to be delivered part time over a maximum of four years. Students are normally expected to take the equivalent of 60 credits in each academic year. The modules will be delivered within either trimester 1 or 2 with the assessment delivery scheduled having been designed to accommodate assessment submission dates spread as evenly as possible across the academic year, whilst also reflecting the student's needs at each stage of the programme. During both years of the part time programme the Personal & Professional Development Through Work Based Learning Modules will be delivered across both trimesters 1 and 2. These modules will enable students to begin to apply theoretical principles into the reality of health & social care settings and gain valuable experience from working in either health or social care sectors whereby they will complete a portfolio to demonstrate their application of skills & knowledge acquired in a real work context.

Normal programme attendance is approximately one day a week engaged in lectures and ½ day spent as a learner engaged in work based learning. Additional directed learning activity through Moodle Virtual Learning Environment (VLE) will also be undertaken as part of independent learning time.

Course Structure and indicative delivery schedules:

**FdA Health & Social Care Full Time
Year 1 Level 4**

Trimester 1	Trimester 2	Assessment Boards
Introduction to health & social care (20 credits) Introduction to Mental Health (20 credits)	Working with Vulnerable People (20 credits) Communicating & Interacting in Health & Social Care (20 credits)	February Trimester 1 Modules (60 Credits) May Trimester 2 Modules (60 Credits)
Personal & Professional Development Through Work Based Learning (1)		
<p style="text-align: center;">120 Credits at Level 4 Exit award: Certificate of Higher Education in Health & Social Care</p>		

**FdA Health & Social Care Full Time
Year 2 Level 5**

Trimester One	Trimester two	Assessment Boards
Engagement for wellbeing in health and social care (20 credits) Research Foundations in Health & Social Care (20 credits)	Working with Groups in Health & Social Care (20 credits) Equality & Diversity in Health & Social Care (20 credits)	February Trimester 1 Modules (60 Credits) May Trimester 2 Modules (60 Credits)
Personal & Professional Development Through Work Based Learning (2)		
240 Credits (120 credits at Level 4 + 120 credits at Level 5) Exit award: FdA in Health & Social Care		

**FdA Health & Social Care Part Time
Level 4**

Year	Trimester One	Trimester two	Assessment Boards
Yr 1	Introduction to health & social care (20 credits)	Working with Vulnerable People (20 credits)	Yr 1 February Trimester 1 Modules (20 Credits)
Yr 2	Introduction to Mental Health (20 credits)	Communicating & Interacting in Health & Social Care (20 credits)	June Trimester 2 Modules (20 Credits) Yr 2 February Trimester 1 Modules (20 Credits) June Trimester 2 Modules (60 Credits)
Personal & Professional Development Through Work Based Learning (2) (Over Trimester 1 & 2) (40 credits) On-going Module over the 2 years			
120 Credits at Level 4 Exit award: Certificate of Higher Education in Health & Social Care			

**FdA Health & Social Care Part Time
Level 5**

Year	Trimester One	Trimester Two	Assessment Boards
Yr 3	Engagement for wellbeing in health and social care (20 credits)	Working with Groups in Health & Social Care (20 credits)	Yr 3 February Trimester 1 Modules (20 Credits) June Trimester 2 Modules (20 Credits) Yr 4 February Trimester 1 Modules (20 credits) June Trimester 2 Modules (60 credits)
Yr 4	Research Foundations in Health & Social Care (20 credits)	Equality & Diversity in Health & Social Care (20 credits)	
	Personal & Professional Development Through Work Based Learning (2) (Over Trimester 1 & 2) (40 credits) On-going Module over the 2 years		
240 Credits (120 credits at Level 4 + 120 credits at Level 5) Exit award: FdA in Health & Social Care			

Intended learning outcomes of the programme

On completion of Level Four, students will be able to:

A) *Knowledge and understanding:*

- A1** Demonstrate knowledge of the underlying concepts, principles & policy associated with health & social care
- A2** Demonstrate the ability to present, evaluate & interpret knowledge qualitative and quantitative data as it pertains to the evidence on which their practice is based
- A3** Identify the principles of and opportunities for collaborative & inter-disciplinary working and reflect on the practical implications of this.

B) *Intellectual skills:*

- B1** Demonstrate an ability to evaluate & interpret the concepts and principles within health & social care
- B2** Develop lines of argument and make competent judgement in accordance with basic theories and concepts within health & social care
- B3** Evaluate the appropriateness of different approaches to solving problems related to their area of work

C) *Subject and other skills:*

- C1** Demonstrate decision making equivalent to his/her level of responsibility
- C2** Demonstrate an understanding of the importance and application of effective communication & interaction /engagement in health & social care
- C3** Use work based learning as a means to reflect on individual development and organisational opportunities

D) *Professional Skills and abilities and Employability Skills and abilities:*

- D1** Apply knowledge gained through academic studies to work based learning
- D2** Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility
- D3** Demonstrate the ability to identify and undertake further training and develop new skills within a structured and managed environment
- D4** Communicate the results of their study accurately and reliably and with structured & coherent arguments.

On completion of Level Five, students will be able to:

A) *Knowledge and understanding:*

- A1** Demonstrate knowledge and critical understanding of well-established principles in health or social care practice and the way in which these principles have developed.
- A2** Critically discuss theories and principles underpinning health & social care
- A3** Demonstrate a detailed knowledge of a range of research methods in health or social care

B) *Intellectual skills:*

- B1** Use a range of established techniques to initiate and undertake critical analysis of information and to propose solutions to problems arising from that analysis
- B2** Demonstrate the ability to evaluate critically the appropriateness of different approaches to solving problems in health or social care
- B3** Demonstrate the capacity for independent learning

C) *Subject and other skills:*

- C1** Demonstrate decision making equivalent to his/her level of responsibility
- C2** Use work based learning as a means to reflect on individual development and organisational opportunities
- C3** Identify the support needs of particular groups within health or social care and analyse policy and practice responses.

D) *Professional Skills and abilities and Employability Skills and abilities:*

- D1** Exercise personal responsibility
- D2** Reflect upon their own personal development and draw up strategies to meet their continuing personal development
- D3** Identify and discuss the role of that health or social care organisations can play in meeting these needs
- D4** Effectively communicate information, arguments and analysis in a variety of forms

Transferable Skills:

By the end of the programme students will demonstrate transferable skills such as:

- Proficient literacy & numeracy skills
- Effective reflection on personal development and on personal practice
- Effective strategies to enable personal development
- Proficient planning, organizational and study skills
- Effective verbal and written communication skills
- Personal responsibility and self-direction
- Effective communication in a multi-disciplinary/inter-disciplinary context
- Competent skills in the search for and retrieval of information and use of libraries and other sources of information
- Proficient use of information technology to support study and work based learning.

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

		Knowledge understanding, intellectual skills, practical skills, professional and employability skills													
	<i>Module Title</i>	<i>Core/ Optional</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>
L4	Introduction to Health & Social care	C	✓		✓	✓	✓	✓		✓		✓			✓
	Communicating & Interacting in Health & Social Care	C	✓	✓	✓		✓	✓	✓	✓			✓		✓
	Introduction to Mental Health	C	✓		✓	✓	✓	✓		✓		✓	✓		
	Working with Vulnerable People	C	✓	✓	✓	✓	✓	✓		✓			✓		
	Personal & Professional Development Through Work Based Learning (1)	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		Knowledge understanding, intellectual skills, practical skills, professional and employability skills													
	<i>Module Title</i>	<i>Core/ Optional</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>
L5	Engagement for wellbeing in health and social care	C	✓	✓	✓			✓			✓		✓	✓	
	Research Foundations in Health & Social Care	C		✓	✓		✓	✓	✓				✓		
	Equality and Diversity in Health & Social Care	C	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓
	Working with Groups in Health & Social Care	C		✓		✓			✓	✓	✓	✓			✓
	Personal & Professional Development Through Work Based Learning (2)	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Teaching and learning methods used are appropriate to the learning outcomes and context which seeks to assist the students to become independent learners whilst still supporting them in their transition to higher education. The curriculum is designed to encourage an appreciation of learning. The programme team has developed a strategic approach to delivering learning and teaching which meets the needs of the student group, enables skills development, allows for the practical application of knowledge, and encourages students to reflect on their own personal development and the development of transferable skills. The balance between class contact, formal teaching and directed study is detailed within the module specifications. Classroom based strategies include lectures, discussion groups, problem solving sessions supported by on-line resources such as Moodle which will be delivered by academics from across both Health Sciences and Applied Social Sciences

To achieve this, the approach to learning and teaching at Level 4 will be predominantly classroom-based, with an emphasis on introduction to the academic principles and evidence within the subject areas. Students will be encouraged to engage in discussion and debate related to the taught material. Assessments will be predominantly written, but also with a variety other assessment methods including portfolio, presentations and assignments.

Level 5 continues the theme of underpinning the subject area by research, but is designed to encourage a more independent approach to learning. Thus there will still be a mix of lectures and practical activities but the focus will be more on individual interpretation. Learning will continue to be guided but practical support will be provided on a more individual basis, as and when required (for which students may be referred to the various support units within the University).

Delivery of Work Based Learning

The use of work based learning is a common strategy used within health & social care educational programmes. Students will complete 40 credit Personal & Professional Development Through Work Based learning modules at level 4 (125 hrs) and 5 (125 hrs) which are designed to provide an opportunity for students to develop their understanding of work in the Health & Social Care field and relate the realities of everyday experience to the theoretical underpinnings of working with people in a Health & Social Care setting. Students will be expected to reflect on experiences within the work based learning environment and they will be expected to reflect on their own and organisational practices in order to enhance their skills and knowledge in the context which they are working in and use these as a basis for learning.

In order to assess their learning students will be completing a portfolio as part of the Personal & Professional Development Through Work Based learning (W.B.L) modules which will draw upon the W.B.L experience. Full time students will be responsible for organizing their own individual work W.B.L and will be supported in this task by the programme team. This work will be done within the initial taught elements of the W.B.L module(s). Objectives and outcomes will include the drafting and sending of letters accompanied by a Curriculum Vitae to prospective employers or work place managers with the view to creating opportunities for work experience and future employment. These two modules, focusing on Personal & Professional Development through W.B.L, will also provide opportunities for students to develop their personal study skills for higher

education. It is anticipated that Part time students will (normally) be employed and will undertake their Work Based Learning within their normal employment setting.

There will be named module leaders who will provide support and guidance to students and have the responsibility of assessing potential W.B.L venues. Additionally students will need to identify a work place facilitator to support them in their studies during work based experiences. The Facilitator will be provided with written guidelines on their role in the W.B.L. experience and be given the opportunity to attend an Induction to Supporting and Facilitating session delivered by the programme team. The role of the facilitator is that of a learning enabler for the student and provide feedback to the student on their progress during W.B.L. and support the student in meeting the anticipated learning outcomes for the module. Facilitators will be provided with a proforma on which to record this feedback

To formalise the work based learning experiences, organisations engaged with this programme will be asked to sign a Work Based Learning agreement that asks them to permit student to access documents and non-sensitive data as part of their obligation to support students undertaking work experience with them. For those employers who are happy to support their employee to engage in this programme of studies, this should not pose a problem for either full or part time students. However for any student where there may no longer be a learning environment available, the programme team and the student will look at alternative learning experiences, Depending on the circumstances should this situation occur, then work based experiences/learning may include a combination of organisational visits, observations, reflective activity, shadowing and the use of simulated learning. The academic team will organise this should it be required.

All students in undertaking work based experiences will have a responsibility to themselves, to their employer or any organisation affording them a work based learning opportunity. Students will be clearly informed that individuals and organisations must not be identified in any submitted work. The importance of confidentiality is utmost and any breach of confidentiality could result in reduced marks. This will be discussed with students at the beginning of each year, and they will be asked to sign a declaration that they understand the importance of not breaching confidentiality, are aware of the programme handbook and the need to access this resource, and that they will not intentionally plagiarise work. To reduce the risk of plagiarism, students will be introduced to Turnitin, and this will be used as a developmental tool in line with university position. Students will be able to access this resource through Moodle to assess their ability to paraphrase work, avoid plagiarism and develop their academic writing skills across all modules.

Welsh Medium provision

In line with the University's Welsh Language Scheme, students will be offered the opportunity to receive tutorial support through the medium of Welsh wherever possible, and assessments of all modules may be undertaken through the medium of Welsh if requested. Additionally 100% of course material can be offered bilingually if required. The programme team has the capacity to offer 10% of the programme bilingually.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The ways in which module outcomes are assessed will be clearly indicated in the module specification forms and are summarised in the assessment schedule outline. The programme team is committed to delivering an assessment strategy which is student centred, reflects the requirements of a health & social care context while affording students the opportunity to reflect on their own personal development and working practices and that of health & social care organisations.

The assessment methods across both level 4 and level 5 include reflections, case studies, presentations, critiques and portfolios. These assessment methods reflect the needs of the student groups and allows for the knowledge and learning outcomes of the programme to be achieved and tested, but also allowing for student development and assessment of practical and transferable skills. There is a commitment to enable students to focus on their own learning needs and to use assessment as a means for evaluating their own practice, analysing their organisational skills and where possible, synthesise work and university learning. The programme provides opportunities for formative and summative feedback. Students will receive formative assessments through tutorials with feedback before the student is summatively assessed at the end of each module. Formative assessment is also a key factor in ensuring student engagement and retention on the programme of study and will be conducted as required alongside taught sessions.

Assessments will be graded using the criteria grid detailed within Glyndŵr University's Assessment Guidance Handbook and the criteria made available for each module assessment. All work will be assessed and marked by the tutors at Glyndŵr University and students will receive written feedback with the target times set out by Glyndŵr University.

Indicative Assessment Schedules for Full & Part Time Students

All modules are assessed summatively at the end of taught sessions.

The tables below outlines the modules and type of assessments for each module and an approximate timetable of submissions, submission dates will be given to students at the start of each module.

Indicative Assessment Schedule for Full & Part Time Students

Modules Level 4	Indicative Assessment	Submission Date
Introduction to Health & Social Care (20 credits)	A 15 minute presentation (100%)	End of November
Communicating & Interacting in Health & Social Care	A 2,500 Word Written Reflective Practice Essay (100%)	End of April
Working with Vulnerable People (20 credits)	A 2000 Word Case Study (100%)	Middle of March
Introduction to Mental Health (20 credits)	A 1500 word reflective assignment (60%) Coursework 500 word equivalent (40%)	End of January

Personal & Professional Development Through Work Based Learning (1) (40 credits)	Assessment (100%) A Portfolio of Evidence Comprising: A 2500 word Reflective Journal Work Based Learning Facilitator's report and signed timesheet to evidence 125 hours of work based learning in practice. A 1000 word equivalent Professional Development Plan A 1500 word assignment to evidence personal development	End of February End of April
--	--	-------------------------------------

Level 5

Modules Level 5	Indicative Assessment	Submission Date
Engagement for wellbeing in health and social care (20 credits)	Assessment 1: A practical (50%) Assessment 2: A report of 2000 words (50%)	End of January
Research foundations in health & social care (20 credits)	A 3000 Word Essay (100%)	End of March
Equality & Diversity in Health & Social Care (20 credits)	A 3000 Word Essay (100%)	End of January
Working with Groups in Health & Social Care (20 credits)	Assessment 1 (50%) - A 20 minute Group Presentation. Assessment 2 (50%) A 2000 word Reflective Essay	End of April
Personal & Professional Development Through Work Based Learning(1)(40 credits)	Assessment (100%) A Portfolio of Evidence Comprising: A 2000 word reflective self-evaluation A 3000 word reflective journal An agreed Work Based Learning Facilitator's Report 125 hours of Work Based Learning.	End of April

Assessment regulations that apply to the programme

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

Programme Management

The programme will be delivered under Health Sciences & Applied Social Sciences Departments. To facilitate a coherent approach to a programme that is supported by two departments, programme leadership will be a collaborative venture across the departments with the programme leader based in Health Sciences and the Associate Programme leader in Applied

Social Sciences. The roles of the programme leaders are outlined below. Modules will be led by lecturers who are based in both departments and the associated module business will be addressed within the home department. Similarly, assessment data will be presented at the module boards within the home department and progressed to the dedicated programme board, which sits in the Department of Health Sciences. At senior management level, cross departmental programmes are discussed as a standing item at the monthly Institute Management Team meetings. The distinctive identity of the programme will be ensured through monthly programme team meetings (outlined below) and programme-related student feedback mechanisms.

Programme Management Board

A Programme Management Board (PMB) shall be established to fulfil the responsibilities below in respect of the programme. The PMB is responsible to the Academic Head of Department. A PMB will normally meet three times a year

Responsibilities

- i) To ensure that programme is delivered to the standard expected by the University, the students and any relevant professional body through the on-going monitoring of delivery and response to internal and external evaluation;
- ii) To inform the revision of existing provision and the development of new;
- iii) To address quality management and enhancement for the programme.

Constitution

- Academic Head of Department (By invitation)
- Programme Leader
- All staff involved in delivery of programme
- Student representation
- Representatives of service/employers where appropriate
- Representative of School Office (By invitation)

Operation of PMB meetings

The School Office will be responsible for providing notes of the major issues discussed and the actions agreed at PMB meetings. These will be submitted to the Academic Head of Department.

Programme Team

The Programme team have strong links with external representatives of local health and social services while having extensive and on – going experience of professional practice within both sectors.

Gill Truscott	Programme Leader/Senior Lecturer Health Sciences
Dr. Dawn Jones	Associated Programme Leader/Senior Lecturer Applied Social Sciences
Christine O’Grady	Senior Lecturer Health Sciences
Angela Williams	Senior Lecturer Health Sciences
Alison Lester Owen	Senior Lecturer Health Sciences
Jan Nordoff	Senior Lecturer

Staff from within both academic subject areas who do not have a specific module lead will be involved in the teaching and assessing students. In addition the programme leader from each academic subject area will have currency in that field and will be supported by the programme team in delivering the programme.

The programme leader Gill Truscott (Health Sciences) and Dr. Dawn Jones (Associated Programme Leader Applied Social Sciences) will take day to day responsibility for the management of delivery of the programme and will be responsible for:

- Ensuring the programme runs smoothly
- Collation of assessment data and presentation of data at assessment boards
- Quality assurance and annual monitoring, including compilation of Annual Monitoring Report
- Dealing with student issues such as Extenuating Circumstances, extensions and student concerns (with module leaders)
- Management/co-ordination of overall assessment boards and liaising with the external examiner
- Liaison with external bodies and agencies
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities
- Organisation of student staff consultative committee meeting

Each module will be assigned to a module leader from within the two Departments. At module level there is devolved responsibility to the module leaders for the following:

- The maintenance and development of teaching and learning materials for all students enrolled onto the module
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the beginning of each module, including a module handbook
- The setting, marking and collation of marks for all module assessments, including re-sit assessments and submission of student results to the programme leader
- Tutorial support for students taking the module which they are responsible
- Quality monitoring including processing of annual student feedback for modules

In addition a named link lecturer will liaise with students and managers/staff within the work based learning areas. The specific role of this individual is to:

- Arrange for annual audit/work place profiling of work based area
- Liaise with the module leader/programme leader to ensure the students' experience and optimum learning environment while gaining work base learning experience

External examiners

External examiners will be appointed to the programme and will see samples of academic and portfolio submissions. Feedback on work sampled in accordance with university regulations is fed back to the programme team for action/consideration and response, which subsequently informs the Annual Monitoring Review.

Team Meetings

The programme team will have monthly meetings where various operational and strategic issues can be discussed and will feed into the Glyndŵr University quality cycle, namely through the annual monitoring review process. Minutes are taken and any actions required will be taken, or if necessary referred to/advice sought from the most appropriate committees and/or individuals, including Academic Heads from each Department. In addition to programme team meetings, feedback from students will be actively encouraged and received through a variety of quality assurance mechanisms, and acted upon accordingly.

Student Support Involvement and Feedback

Student participation is a very important feature of Glyndŵr University's approach to assuring and enhancing the quality of the student experience, in order for staff to:

- involve students in the decision-making processes relating to the curriculum, teaching and learning, and many other aspects of their higher education experience;
- engage with students to obtain quarterly feedback and insights in order to learn how to provide for them better in the future;
- engage in a dialogue about the learning experience, in order to develop a partnership between staff and students in solving any problems that may arise;
- support and encourage students to become more active learners.

Students will contribute to quality assurance and improvement in the following ways:

Staff Student Consultative Committee

Student feedback is a critical component of delivering quality assurance. Student feedback will be sought through the Staff Student Consultative Committee (SSCC). These meetings take place three times per academic year and are in line with Glyndŵr University policy. They cover a wide range of issues that student representatives bring to the meetings, and these are responded to for clarification, or action taken and outcomes fed back through the meetings and the minutes taken. Students will be able to view the minutes from SSCCs, which will be displayed on the programme noticeboard/website within three weeks of the meeting. Students will be kept informed of the progress of any actions raised in these meetings. The student representatives will also be invited to attend Programme Board meetings and Academic Subject Boards.

Student Evaluation of Module

Student Evaluation of Module Forms (SEMs) will be completed by all students at the end of each module. These forms will be used for quality analysis and assessing student satisfaction. In keeping with the policies and procedures agreed by Senate, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring review cycle which is formalised through the production of the Annual Monitoring Review (AMR). The AMR evaluates the programme delivery drawing on feedback from students, external examiners and employers where students attend for work based learning

experiences. SSCC and completed SEMs will contribute to the completion of this report. The outcomes of this report are scrutinised and agreed at Academic Subject Board.

Research and Scholarship

Glyndwr University is committed to advancing the scholarly work of academic staff and to ensuring that advanced scholarship is integral to the curriculum and impacts on the relevant practice environment. All academic staff are supported and encouraged to engage in scholarship and are facilitated to do so through the Research Centre for Health and Society and/or undertake study towards a formal academic qualification (see CVs). The research Centre offers a number of opportunities for staff to advance their research including:

- A series of writing workshops aimed at different levels to support staff to write for publication.
- A seminar series showcasing the work of Glyndwr University academics and external experts
- Opportunities for staff to contribute to active research projects through secondments to the Centre
- Staff development programmes for newly qualified post-doctoral staff.

All of the programme team hold qualifications at Master's level and academic staff are actively encouraged to engage in doctoral study. A number of the programme team are either studying for a professional doctorate or a PhD; or hold a doctoral qualification (see CVs). The outcomes for such work mean that staff are continually developing and enhancing the programme curriculum to ensure it reflects current practice in dynamic and ever changing academic and practice environments. Within the academic contract of Glyndwr University, staff are able to dedicate 35 days per annum towards their scholarly work and are encouraged to plan this activity and the related outputs through the staff appraisal system. The University has an active programme of staff development. Glyndwr University has a Centre for Learning and Teaching which encourages

the development of innovative learning, teaching and assessment strategies amongst staff and there have been a number of Teaching Fellowships awarded within the Programme Team. All team members have also undertaken equality and diversity training to inform their work with admissions and student support. Within the subject areas, honorary contracts are also used to support team members to engage in health and social care practice to meet organisational, personal and professional scholarship and updating. In addition to the above staff hold a number of external examiner/ consultancy or peer reviewer roles that enable them to ensure that the quality and standards of the programme are consistent with other undergraduate programmes in health and social care.

Particular support for learning

Students on the programme will receive the following forms of student support and guidance:

- **Admissions** – all students on the programme will have the opportunity to discuss their application with staff and receive appropriate advice and guidance prior to admission. This will include review of expectations of the course and clarification of workload and requirements

- **Induction** – new students on the programme will undergo an induction programme which will provide them with a full introduction to the course and will include elements of work on study skills and personal development
- **Student handbook** – all students on the programme will receive a student handbook which will contain details and guidance on all aspects of the course and forms of student support and guidance
- **Progress review and attendance monitoring** – student attendance will be subject to regular monitoring through registers and this will be a means of addressing issues of student support. There will also be regular reviews for each student with personal tutors.

The programme team provide pastoral and academic support to all students enrolled on the programme. Within the first week of starting classes an induction programme is provided for all first year entrants. This includes an introduction to the University, to the ethos of the subject areas, the staff and timetables as well as the facilities offered by the Departments and the University.

Every student is allocated a personal tutor in the first week of the programme and this is someone the student can contact to discuss any problems. These may relate to special needs or personal problems that may affect the student's academic performance. In addition to the pastoral role, the programme team utilise the Student support services proactively with students, in conjunction with the student's needs. As necessary, students can have their learning needs assessed, and the programme team have developed a very good relationship with the disability advice service and learning support team. Counselling is also available and advised depending on individual circumstance.

At University level learning support provided includes welfare services, health care provision and services for students with educational support needs. The study skills tutors will be available to support and guide students for on-going individual and/or small group support on a self-referral basis throughout the academic year and over the summer period. These services will be included within the student handbook and are also located on the University's web site.

Learning resources available

When students commence their studies, they are introduced to the purpose built library and computer resource within Glyndŵr University, and informed of the services available to them. Whilst containing 3 floors of resources, it is also an effective environment for small group and individual working. Library and computing facilities provide the books, journals, electronic resources and up-to-date computing facilities that will support students' study and research. Students have access to over 150,000 books and 300 journals and a high speed computer network supplying a wide range of information resources and applications software, and students are increasingly being encouraged to access these resources. The students and programme team have a direct link to the Academic Liaison Co-ordinator, which provides a dynamic forum to ensure that issues regarding educational resources are discussed and acted upon to enhance the students' experience.

The library holds books, journals, videos, DVD's and other printed materials as well as networked computers. Students can access validated, reliable and useful websites via the Glyndŵr University web page. There are approximately 200 PCs in the centre, plus IT helpdesk and wireless application is available throughout the library. The University provides a wide range of software including word processing; spread sheet, database and presentation packages. In addition, there are printed and web-based guides available to students. Students are also able to attend workshops and seminars enabling them to make effective use of the resources available. Students are given a username and password to use the networked computers in the Institute. This allows for easy access to the internet and electronic mail as well as electronic information resources.

The library use a web-based library catalogue which integrates the printed and digital library collections into a single resource. It can be accessed from any computer connected to the University network and over the web. Students are able to search for books and journals and link to a wide variety of electronic resources including databases and full text journals. Students can check their library borrowings, renew the periods of loan and reserve items which are not immediately available. Books are usually for a 3 week loan period. However, titles that are likely to have a high demand can be made available for one week, 24 hour and 4 hour loan periods. Students also have the benefit of using special collections developed to support research, for example, the internationally important evidence-based journals.

The centre has a joint catalogue with Bangor University. The library can request books on students' behalf from the Bangor library and an inter-library loan service is also available when items are not held at either Glyndŵr University or Bangor. A charge is made for this service

Virtual Learning Environment

Moodle enables the programme team to provide on-line support for teaching and learning by:

- Providing on-line teaching resources (e.g. lecture notes).
- Structuring on-line class activities (e.g. using discussion groups).

Students enrolled on the programme will potentially be from a wide geographical area across North Wales, and therefore need an effective communication system. Whilst emails are utilised within the programme, the 'Moodle' site will provide an additional efficient communication method and a valuable learning resource for the programme students in all cohorts. Providing a variety of learning resources facilitates maximum student potential by catering for individual learning styles.

Moodle provides the following:

- Announcement facilities to ensure information such as revised calendars or adaptation to sessions are communicated throughout the programme or to specific cohorts.
- All module hand out materials are available prior to/ following each session. This enables students who learn more effectively by prior reading to access relevant materials wherever possible.
- Student's group work is placed onto the site to enable shared learning.

- Discussion sites are used to explore particular topics, contributing towards collaborative learning.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students in compliance with SENDA legislation. The University warmly welcomes and supports students with disabilities. Where students have specific needs they are encouraged to discuss them with the programme leader in order that arrangements can be put in place to meet these needs. Careful consideration has been given to issues surrounding curriculum accessibility and SENDA compliance. Curriculum accessibility forms an essential part of the programme and module design and review.