

## PART TWO PROGRAMME SPECIFICATON

- 1 **Awarding body** Glyndŵr University
- 2 **Teaching institution** Glyndŵr University
- 3 **Award title**  
**MSc Advanced Practice in the Human Services**
- 4 **Final awards available**  
MSc / Postgraduate Certificate / Postgraduate Diploma Advanced Practice in the Human Services
- 5 **Professional, Statutory or Regulatory Body (PSRB) accreditation**  
*No accreditation at this time*  
**Please list any PSRBs associated with the proposal**  
  
**Accreditation available**  
  
**Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)**
- 6 **JACS3 code** L5
- 7 **UCAS code** UCAS codes are available from Admissions.
- 8 **Relevant QAA subject benchmark statement/s**  
There are no specific benchmark statements for social work or youth and community work at postgraduate level. We have therefore based our proposal on our experience of good practice in the relevant fields.
- 9 **Other external and internal reference points used to inform the programme outcomes**  
The Care Council for Wales Continuing Professional Education and Learning framework (CPEL) is relevant to a certain extent. CPEL is the post qualifying framework for social workers in Wales. It is staged process that takes practitioners from the point of qualification through to being consultant social workers. This MSc fits well with the latter stages of this process which involve being able to practise at an advanced level. The flexibility of the proposed programme allows for building on learning undertaken for CPEL purposes. However, although CPEL offers a useful parallel process of learning and development, it needs to be borne in mind that (i) this applies only in Wales, but the programme will be available throughout the UK and indeed beyond; and (ii) although it is anticipated that social workers will be the largest group of students, there will also be other social care workers, youth and community workers and do on.  
The QAA Master's Characteristics Statement (September, 2015) has also been consulted.
- 10 **Mode of study** Online/distance learning part time
- 11 **Language of study** English

Office use only

22 September 2016

*Enter the date of any subsequent revisions*

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## 12 Criteria for admission to the programme

*Guidance - Entry requirements are in accordance with the University's admissions policy <http://www.glyndwr.ac.uk/en/media/Media,49536,en.pdf>*

### Standard entry criteria

*UK entry qualifications*

Applicants for postgraduate degrees require a minimum of 2:2 class undergraduate degree

*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

Must be professionally qualified in a relevant discipline to at least level 5 in such fields as social work; social care; youth and community work; probation studies; counselling; advice work.

### Non-standard entry criteria

English language requirements of the University are set out at:

<http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/>

- 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). The applicant must achieve an overall score of 6.5 with no component below 6.0
- 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.

For applicants who do not meet the normal entry requirements, a relevant professional qualification (as above) and a minimum of three years' Full Time Equivalent post qualifying experience.

## 13 Recognition of Prior (Experiential) Learning

### Programme specific requirements

Given the specialist nature of this programme, RP(E)L applications are unlikely to be made except in relation to the research methods module. However, there is no reason why RP(E)L applications should not be considered for any module.

## 14 Aims of the programme

The overall aims of this programme are to enable students to:

- Engage critically with relevant theory, policy and practice issues in their respective professional fields.
- Develop a fuller understanding of what constitutes advanced practice and what steps are necessary to achieve it.

- Be better equipped to operate at an advanced level in terms of knowledge, skills, values and confidence.

## 15 Distinctive features of the programme

This programme is distinctive in the following ways:

1. It focuses largely on the work of Dr Neil Thompson, an internationally renowned scholar and leading author in the field of human services. Dr Thompson is a member of the course team and will take a lead role in the development of the programme. It is anticipated that his reputation and standing will be a significant factor in (i) attracting students: and (ii) ensuring that they have a high-quality learning experience. His full CV forms part of this submission, but it should be noted that he:
  - a. Has 37 books to his name, several of them bestsellers, and a total of over 200 publications; he is virtually a household name in social work and is also well known in related fields (youth and community work and probation studies, for example).
  - b. Has held full or honorary professorships at four UK universities.
  - c. Has spoken at conferences and seminars in the UK, Ireland, Greece, Italy, Spain, Norway, the Netherlands, the Czech Republic, Turkey, India, Hong Kong, Canada, the United States and Australia.
  - d. Holds a Lifetime Achievement Award from the British Association of Social Workers (BASW Cymru) and the Dr Robert Fulton Award for Excellence in the Field of Death, Dying and Bereavement, presented by the Center for Death Education and Bioethics at the University of Wisconsin-La Crosse.
  - e. Has a doctorate (PhD) and a higher doctorate (DLitt), the latter making him one of the most highly qualified people in his field in the world.
2. It is strongly multidisciplinary in two senses, professionally and intellectually. Professionally, it should appeal to practitioners and managers across the human services. The three primary groups will be: (i) social work; (ii) social care; and (iii) youth and community work. There will also potentially be interest from associated areas of practice, such as probation studies; counselling and pastoral work; police work; prison work; advice work; and other related areas. Academically, it will incorporate insights from psychology, sociology, social policy, politics and philosophy – all with a clear focus on the implications of such insights for advanced-level practice.
3. It presents leadership as a major issue for practitioners as well as managers; traditionally leadership is presented as a concern for managers, but the focus in this programme will be on the argument that all professionals have a degree of leadership responsibility in terms of shaping a positive working culture (as represented in Dr Thompson's published work on the subject).

4. There is a strong emphasis on loss, grief and trauma; Dr Thompson's published work has helped a wide range of students and professionals to appreciate that loss and trauma issues are often key features of situations encountered in the human services, but their significance is often missed.

This programme will therefore give students the benefit of access to a leading author in the field and an innovative approach to the subject of advanced practice that should equip them well to fulfil advanced practitioner roles in their respective professional disciplines. The programme will be intellectually rigorous and stretching, while also retaining a clear focus on the requirements of practice. Dr Thompson's published work is widely recognized for achieving this balance of theory and practice.

A further distinctive feature is the online learning nature of the programme. The flexibility this offers means that students could be based anywhere in the English-speaking world or possibly beyond. This makes the programmes accessible to a range of people who would not otherwise have the opportunity to study with Dr Thompson. In addition, regardless of where students are based, online learning offers great flexibility in relation to where and when studying takes place.

## 16 Programme structure narrative

The programme will be available on a part-time, online basis. It will comprise five core modules and a dissertation. The core modules are as follows:

### *Module 1: Critically Reflective Practice*

Human services personnel cannot be advanced practitioners without also being critically reflective practitioners. The programme therefore begins with a solid grounding in the nature, importance and consequences of critically reflective practice. 20 credit points.

### *Module 2: Professionalism and Leadership*

This module will examine and critically evaluate the literature on (i) leadership; and (ii) professionalism; and explore the relationship between them and the significance of both concepts for the development of advanced practice. 20 credit points.

### *Module 3: Research Methods*

This will provide an overview of key research methods and the philosophy underpinning them. It will (i) enable students to evaluate research evidence; and (ii) prepare them for their dissertation. 20 credit points.

### *Module 4: Loss, Grief and Trauma*

This module involves exploring the complex ways in which loss and trauma issues affect human services practice and highlight the dangers of such significant elements not being recognised or acted upon. 20 credits.

### *Module 5: Developing Advanced Practice*

Given the title of the award, this module is central to the programme. While there will be teaching input into the module, a major feature of it is that students will be supported in exploring for themselves what is meant by advanced practice: (i) globally or generically; (ii) in their particular field (social work, counselling or whatever); (iii) in

their role (an adoption social worker, for example); and (iv) in their setting (youth centre, voluntary organisation or whatever). 40 credit points.

*Module 6: Dissertation*

As is common across Master's degrees, this will be the culmination of the student's studies. The topic will be chosen by the student, subject to tutor approval.

It is envisaged that Module 1 will be completed in Year 1 Trimester 1; Module 2 in Year 1 Trimester 2; Module 3 in Year 1 Trimester 3; Module 4 in Year 2 Trimester 1; Module 5 in Year 2 Trimesters 2 and 3, with the dissertation being spread across Year 3 Trimesters 1 and 2.

As this is an online programme, the modes of study will be largely guided self-directed learning, incorporating:

- Video, audio and webinar input from Dr Thompson;
- A workbook per module to include exercises for completion and a space for student notes;
- Guidance on further reading materials and additional online resources;
- Online discussion forums (one per module plus a virtual 'Coffee Shop' to encourage student interaction and mutual support), with input from the course team, including Dr Thompson and the module leader; and
- Monthly online seminars (chat sessions).

There will be exit points as follows:

- On successful completion of 60 credits (from Modules 1 to 4): Postgraduate Certificate in Advanced Practice in the Human Services;
- On successful completion of 120 credits (Modules 1 to 5): Postgraduate Diploma in Advanced Practice in the Human Services;
- On successful completion of 180 credits: Master of Science in Advanced Practice in the Human Services.

There will be no placements associated with any of the above awards.

**17 Programme structure diagram**

Trimester 1	Mod title	Critically Reflective Practice
	Mod code	NHS788
	New/Exist	New
	Credit value	20
	Core/Opt	Core

	Mod leader	Vivienne Dacre
Trimester 2	Mod title	Professionalism and Leadership
	Mod code	NHS789
	New/Exist	New
	Credit value	20
	Core/Opt	Core
	Mod leader	Vivienne Dacre

Trimester 3	Mod title	Research Methods
	Mod code	NHS790
	New/Exist	New
	Credit value	20
	Core/Opt	Core
	Mod leader	Vivienne Dacre
Year 2 Trimester 1	Mod title	Loss, Grief and Trauma
	Mod code	NHS791
	New/Exist	New
	Credit value	20
	Core/Opt	Core
	Mod leader	Vivienne Dacre

Year 2 Trimes	Mod title	Developing Advanced Practice
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	Mod code	NHS792
	New/Exist	New
	Credit value	40
	Core/Opt	Core
	Mod leader	Vivienne Dacre
Year 3 Trimesters 1 and 2	Mod title	Dissertation
	Mod code	NHS793
	New/Exist	New
	Credit value	60
	Core/Opt	Core
	Mod leader	Vivienne Dacre

## 18 Intended learning outcomes of the programme

<b>Knowledge and understanding</b>	
A1	Demonstrate a detailed and sophisticated understanding of key elements of critically reflective practice consistent with an advanced level of practice.
A2	Recognise and articulate what differentiates advanced practice from standard practice.
A3	Demonstrate a sophisticated understanding of the role of human services professionals in relation to leadership.
A4	Recognise and articulate the often hidden role of grief and trauma in a wide range of practice situations.

<b>Intellectual skills</b>	
B1	Critically analyse complex materials at a level consistent with Master's level study.
B2	Draw on insights from a wide range of intellectual disciplines and manage the tensions across these disciplines.
B3	Theorise practice – that is, use theoretical concepts to make sense of concrete practice situations, to include advanced-level concepts and frameworks.
B4	Evaluate research and other forms of evidence.

<b>Subject skills</b>	
C1	Assess practice situations at an advanced level by drawing on professional knowledge, skills and values.
C2	Work effectively within a framework of equality, diversity and social justice, demonstrating an advanced-level understanding of the complexities involved.
C3	Demonstrate an ability to practise leadership by positively influencing workplace cultures.
C4	Develop and sustain the 'three R's': resourcefulness, robustness and resilience.

<b>Subject skills</b>	
D1	Manage competing demands and conflicting expectations.
D2	Demonstrate a sophisticated understanding of what is involved in responding effectively to high-emotion situations, including circumstances characterised by grief, anger and distress.
D3	Communicate effectively orally, in writing and nonverbally at a level consistent with being an advanced practitioner.
D4	Demonstrate an ability to practise self-care skills while also being able to support others.



## 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>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 7	<i>Critically Reflective Practice</i>	Core	■	□	□	□	□	■	■	■	□	■	□	□	□	□	■	□
	<i>Professionalism and Leadership</i>	Core	□	□	■	□	■	■	■	■	□	■	■	■	■	□	■	■
	<i>Research Methods</i>	Core	□	□	□	□	■	□	□	■	□	■	□	□	□	□	□	□
	<i>Loss, Grief and Trauma</i>	Core	□	□	□	■	■	■	■	□	□	■	□	□	□	■	□	■
	<i>Developing Advanced Practice</i>	Core	■	■	■	□	■	■	■	■	■	■	■	■	■	□	■	■
	<i>Dissertation</i>	Core	■	■	□	□	■	■	■	■	■	□	■	□	□	□	□	■

## 20 Learning and teaching strategy

The programme will be hosted on the Moodle virtual learning environment (VLE), which provides an integrated environment for easy access to: course materials, such as the programme handbook, one module workbook per module, handouts, slides, reading lists, web links and so on. Asynchronous 24/7 online communication between students and tutors using discussion forums is also part of the VLE.

As this is a mainly online programme, the learning and teaching strategy will include the following elements:

- *Formal input of learning materials:* These will be mainly, but not exclusively, video, audio and webinar input from Dr Thompson.
- *Guided learning materials:* This will involve the provision of a workbook per module to include exercises for completion and a space for student notes; at the beginning of the programme students will be encouraged to prepare a lever arch file subdivided into each of the modules. As each module progresses they will be able to use the workbook as a focal point for their learning and will be able to print it out at the end of the module for future reference (or use an online virtual storage facility if they prefer). The workbooks will also be available in an amendable Word file format.
- *Signposting to other resources:* Extensive and ongoing guidance on further reading materials and additional online resources will be provided; students will also be given free access to Dr Thompson's online learning community, the Avenue Professional Development Programme ([www.apdp.org.uk](http://www.apdp.org.uk)).
- *Online seminars and discussion:* These will take two forms: (i) Ongoing online discussion forums (one per module plus a virtual 'Coffee Shop' to encourage student interaction and mutual support); and with input from the course team, including Dr Thompson; and (ii) Monthly online seminars (chat sessions).
- *A programme wiki:* Students will be encouraged to contribute to this, partly to develop a sense of shared, collaborative learning by helping one another to learn and partly as a means of extending and consolidating their own learning.

All UK-based students will be strongly encouraged to attend one induction day at the start of each academic year when they register and will be given information about the programme and meet with their academic tutors. Attendance will be optional for overseas students. The Programme Handbook will be available electronically and updated annually and supplemented with other materials during the programme, such as Module Handbooks containing detailed assessment tasks.

The Programme Handbook contains important information about the programme structure, modules available, assessment guidelines and grading criteria (including penalties for late submission and plagiarism). It contains advice about writing assignments and scholarly requirements for the presentation of work and the Code of Ethics which students will be expected to adhere to for example in relation to boundaries of confidentiality. Dr Neil Thompson's direct contact with students will be specified in the programme handbook and updated on an annual basis.

The student experience is an integral and vital part of the learning process. As such and in accordance with University regulations, student feedback informs this process. The delivery of taught sessions and the subject content is evaluated and analysed and the student experience is therefore integrated within the learning process. These evaluations of learning and teaching are monitored and discussed during the termly programme team meetings and within the Annual Monitoring Review process within the School of Social and Life Sciences.

Non-engagement is responded to initially by tutors offering tutorial support. This approach will usually support the student to re-engage with the programme of study. If, however, the student does not engage with the programme, then they are notified about the consequences of non-engagement and the response period is time limited. A lack of response will result in the student being withdrawn from the programme.

## 21 Work based/placement learning statement

Not applicable.

## 22 Welsh medium provision

The programme will be delivered through the medium of English. Students are entitled to submit assessments through the medium of Welsh. This information is brought to the attention of students through the student handbook and verbal reminders from the programme team. Students on the programme will be encouraged to take up extra-curricular opportunities to commence or advance the learning of Welsh.

Initially it will not be possible to offer Welsh medium provision. However, it is envisaged that: (i) if numbers of Welsh speakers are sufficient at any point, discussion forums in Welsh could be offered (Dr Thompson has sufficient proficiency in the Welsh language to contribute to such discussions and other Welsh speakers are available in the School if required); and (ii) additional Welsh medium provision could be explored once the programme has matured. Dr Thompson is a Life Fellow of the Institute of Welsh Affairs and is strongly committed to promoting Welsh language and culture.

The University has a Welsh language policy approved by the Welsh Language Board in August 2006 that commits the University to treating the Welsh and English languages on the basis of equality and in accordance with the Welsh Language Act 1993. In order to meet its obligations in relation to the Welsh language the University has set up a Welsh Language and Medium Committee to drive language developments within the University. Under its guidance various sabbaticals and fellowships are available to staff in the University to pursue Welsh language training and awareness courses. Staff represent the University on networking panels established by the Centre for Welsh Medium Higher Education to drive Welsh language higher education provision in Wales.

## 23 Assessment strategy

Responsibility for student progression and academic standards lies with the Assessment Boards, which will in turn operate within the University's procedures, meeting at the end of each academic year of the programme. The External Examiner attends the Assessment Board.

A key element of this programme is its focus on integrating theory and (advanced) practice. The assessment methods will therefore reflect this consideration by giving the opportunity to demonstrate the ability to theorise practice – that is, to make sense of practice situations by drawing on relevant theoretical and research-based knowledge. We have chosen to adopt a range of assessment methods to reflect different learning styles and to encourage creative approaches to the demonstration of knowledge, skills and values. In particular, we have chosen to adopt the following assessment methods:

1. A reflective piece to test breadth of understanding and ability to (i) relate theory to practice; and (ii) integrate insights from different theoretical sources as they relate to practice. This will be particularly well suited to the Critically Reflective Practice module.
2. An organisational analysis for the Professionalism and Leadership module will enable students to demonstrate their understanding of the organisational context of professionalism and leadership. This will enable students to locate the key issues discussed in the module within a specific organisational environment.
3. The assessment for the Research Methods module is an essay which will assess students' ability to devise an appropriate approach to investigating an issue identified within their own field of practice.
4. A conventional essay to test depth of understanding and critical thinking skills will be used for the Loss, Grief and Trauma module. This will allow students to provide evidence of the module content and its implications for advanced practice.
5. An e-portfolio will be required for the Developing Advanced Practice module. This will require the students to be engaged with assessment throughout this 40-credit module and thus avoid the problem of their leaving it until near the end and becoming overwhelmed by it. An e-portfolio is particularly well suited to addressing (advanced) practice issues.
6. The dissertation will enable the students to consolidate and further their learning through the development of an extended essay.

In Modules 1 to 5 there will be opportunities for a formative assignment and for assignment guidance to be given. Module 6 will incorporate guidance on dissertation writing and ongoing supervision.

Assignment tasks are clarified in the module handbook and mark sheets identify how marks are allocated. Assessment criteria are published in the student programme handbook issued at the beginning of the academic year, and are drawn from published good practice guidelines. Assessments will be submitted and marked via the University's online Turnitin facility. Marked work is returned to students within an appropriate timescale determined by University regulations (currently three weeks). Work is returned via the University's module assessment facility.

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
Critically Reflective Practice	Written analysis based on a reflective log 100%	3,000 words	Yr 1 Trimester 1 Two weeks following the end of the module teaching period.
Professionalism and Leadership	Organisational analysis 100%	3,000 words	Yr 1 Trimester 2 Two weeks following the end of the module teaching period.
Research Methods	Essay 100%	3,000 words	Yr 1 Trimester 3 Two weeks following the end of the module teaching period.
Loss, Grief and Trauma	Conventional essay 100%	3,000 words	Yr 2 Trimester 1 Two weeks following the end of the module teaching period.
Developing Advanced Practice	An e-portfolio 100%	6,000 words	Yr 2 Trimester 3 Two weeks following the end of the module teaching period.
Dissertation	100%	15,000- 20,000 words	Yr 3 Trimester 2 Two weeks following the end of the module teaching period.

## 24 Assessment regulations

Regulations for Taught Master's Degrees

### Derogations

Not applicable

### **Non-credit bearing assessment**

All assessment work contributes to the award.

### **Borderline classifications (for undergraduate programmes only)**

Not applicable

### **Restrictions for trailing modules (for taught masters programmes only)**

All modules except Research Methods will be trailable.

## **25 Programme Management**

### **Programme leader**

Vivienne Dacre

### **Programme team**

The core Programme Team will comprise Ms Dacre and Dr Thompson, with input from various colleagues providing guest contributions, webinar input, participation in online discussions, dissertation supervision and so on, as required. This includes:

Emyr Owen  
David Nulty  
Dr Wulf Livingston

The principal responsibilities of Dr Thompson are:  
Overall design of the programme. Advising on the design of a detailed scheme of work to include both the taught and self-study components modules to suit the mode of delivery; Production of all on-line module teaching material such as video and audio lectures. In addition and with the collaboration of the module leader, preparing the module handbook and workbook and facilitating student synchronous and non-synchronous learning activities.

### **Quality management**

Co-ordination is assured by regular communication between Ms Dacre and Dr Thompson, with termly team meetings. Overall management of the programmes will fall with the role of the Programme Leader who is responsible for:

- Ensuring that the programmes runs smoothly and cost effectively, including the identification of module leaders when vacancies arise;
- Organising and chairing team meetings and programme boards;
- Developing policies and processes related to aspects of quality enhancement for the programmes;
- Collating course information and producing reports etc. for various boards;

- Dealing with student issues, such as extenuating circumstances, extensions and student concerns;
- Promoting and marketing the programmes;
- Planning dates for end-of-year assessment boards and liaising with the external examiner(s);
- Organising staff-student consultative meetings;
- Recruitment and selection;
- Planning teaching timetables with module leaders
- Arranging for personal tutors;
- Production of the programme handbook;
- Planning and executing 'First Day' arrangements;
- Liaising with module leaders over proposed assessment/assignments and student guidelines;
- Identification of submission dates and overseeing internal marking in liaison with module leaders;
- Monitoring and evaluating the programme – ensuring student feedback takes place and data is collated;
- Tracking students and ensuring student records are kept up to date; and
- Organising assessments and moderation and liaising with the External Examiner

The role of the Module Leader will be broadly ensuring that their module is delivered to the best possible standard. This will include:

- Developing the scheme of work for the module;
- Preparing the module handbook and workbook;
- Providing academic support for students in the completion of assessments;
- Arranging marking for the module in discussion with the programme leader; and
- Evaluating the module and forwarding results to the programme leader.

Students are responsible for:

- Managing their time effectively to enable them to carry out required coursework / assignments;
- Studying the online materials in line with the designated timetable;
- Informing the Programme Leader or their nominee within a reasonable timescale, of any absence and change to personal information
- Providing feedback in order to evaluate the quality of the student learning experience
- Selecting student representative(s) to sit on a Staff and Student Consultative Committee;
- Keeping all evidence of completed coursework until the course has formally ended and has been examined by the external examiner.

The existing Institutional structures for monitoring quality are well established and offer a satisfactory framework for academic management. The current system offers a management structure for the programmes which consists of:

- The University Level Standards and Quality Committee;
- The Learning Teaching and Assessment Committee; and
- The Student Programme Office (responsible for tracking students and student outcomes)
- The MSc Advanced Practice in the Human Services sits within the School of Social and Life Sciences, reporting to the Head of School and School Annual Monitoring Board.

At the University level the Student and Programmes Centre deals with student enrolment and tracking. The management and oversight of the quality of programmes are the remit of the Programme Leader. Monitoring and development of programmes is addressed by programme and assessment boards. The Programme Team will meet on a regular basis as a means of quality assuring the programme. The programme team meeting will be chaired by the Programme Leader and attended by all Module Leaders and lecturers. At the end of each semester, a programme board comprising all team members and student representatives will be convened.

The Programme Leader will convene a Staff-Student Consultative Committee (SSCC) meeting once a semester to allow student representatives to raise issues of quality; this feeds into the programme team meeting. Students on these programmes have a student representative for each cohort who is invited to attend the SSCC meetings held each semester. Because this is an online programme the meetings will be held by electronic conference system such as Skype and the minutes will be posted on the programme's section of the VLE.

Each year there will be an annual report (AMR), which reflects monitoring activities and evaluations of all stakeholders. This will be prepared and submitted by the Programme Leader, in consultation with all module leaders to the Head of School for approval and sign-off, ready for submission to the School Annual Monitoring Board. Any resource implications or unresolved quality issues will be referred to the Head of School. Copies of the AMR minutes will then be forwarded to the Academic Office.

Apart from direct student representation on the programme board, student views will be obtained by the use of the University's Student Evaluation of Module (SEM) surveys plus module evaluation forms. The team will operate an open-door policy, both in person and online. This will supplement informal student feedback generated from meetings arranged by the Programme Leader.

Within the University quality monitoring system, external representatives may be full members of the programme board. It may be appropriate to invite appropriate practice representatives to fulfil this function.

The team developing this proposal have strong links with external representatives of services, locally, nationally and internationally. For example, Dr Thompson has worked extensively with practice agencies in providing training and consultancy services for over 19 years.

In sum, the Programme Team will ensure that:

- Learning materials and staff input are of the highest quality;
- Student concerns are listened to and responded to sensitively and promptly;



- The programme and its various modules are regularly evaluated, formally and informally;
- Formal institutional quality assurance requirements are met.

### Research and scholarship activity

Dr Thompson is recognised as a leading author in the field and remains fully active in his publishing activities. He is therefore fully abreast of developments in the subject areas covered by the programme – for example, he is a board member of the International Work Group on Death, Dying and Bereavement, an organisation that operates to promote understanding of loss and grief issues and he has recently had books published on leadership and professionalism respectively. In addition, he is currently working on a book on *Social Problems and Social Justice*. This is to be followed up by a book on *Applied Sociology*. He is also involved in co-editing two books for Routledge in New York, namely: *The Handbook of Traumatic Loss* and *The Handbook of the Sociology of Death, Grief and Bereavement*. Furthermore, he is currently working with colleagues at Glyndŵr University, the University of Chester, Bishop Grosseteste University in the UK and Webster University in the USA with a view to producing refereed papers.

Vivienne Dacre is in the final stages of completing her Professional Doctorate programme at Glyndŵr University and will graduate in October 2016. Her area of research is in relation to how residential child care workers cope with workplace stress. She has presented her research findings at a range of forums, including national conferences. She is a qualified Social Worker with an MA in Therapeutic Child Care. She joined Glyndŵr University in 2008 as Senior Lecturer, with teaching responsibilities for FdA/BA (Hons) Therapeutic Child Care and BA (Hons) Social Work.

The core team will also be drawing on input from other School members who are engaged in scholarly activity (see CVs).

Dr Wulf Livingston Phd, MA, DipSW, BA (Hons)

Wulf joined Glyndŵr University as a Senior Lecturer in September 2010. Prior to this he was Area Manager with Wales Probation and he taught on a part-time basis on the diploma, and then degree, in social work at Bangor University. His area of research includes:

- Alcohol and other drugs
- Social work Knowledge acquisition
- Participant Action research
- Service User Involvement

Emyr Owen

Is a graduate of Cambridge University BA (cantab), MA and a qualified Social Worker (DipSW). He is currently undertaking a PhD related to conceptual frames within Child Protection assessments. His research interests also include the philosophical underpinnings of Social Work. Emyr is a Senior Lecturer in Social Work and prior to this worked as a Family Court Advisor with Public and Private law proceedings in the Family Courts. He is a first language Welsh speaker, who was born and brought up in North Wales.

David Nulty, BA (Hons) Economics and Politics, Master of Social Work/Certificate of Qualification in Social Work.

Before joining Glyndŵr University as a Senior Lecturer in early 2012 David taught on University of Chester's Social Work BA, MA and Step Up To Social Work programmes. David's expertise and research interests relate to supporting learners at undergraduate, masters and post qualifying level who are at risk of failing or not completing awards. As such his key role within the Glyndŵr Social Work teaching team is supporting Practice Based Learning.

## 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
- Glyndwr Students' Guild

### School support for students

Tutorials are a significant teaching method. They are important for guiding students through the programme and establishing and supporting individual learning patterns. One-to-one tutorials provide students with the opportunity to receive constructive feedback from tutors. Students are required to review their progress regularly and establish targets and an appropriate action plan regarding their development. Students will receive an individual tutorial at least three times a year with their Academic / Personal Tutor.

Tutorials also take place with the Module Leader for example as a means by which personal research may be planned, directed and developed. They can also be used to formally communicate assessment results during the programme. Group tutorials gather a number of students together under the co-ordination of a member of staff usually the module leader. The purpose of group tutorials is to present work in an open manner which encourages discussion and inquiring into work presented.

Every student is assigned a Personal Tutor (PT) whose predominant task is academic support. PTs are allocated to students in induction week. The team offer an appointment system for extra academic support to those students who require it.

Students with immediate pressing concerns can see a member of staff within a short timeframe. As students only periodically come into University, they are encouraged to contact the PT or module tutor via phone, Skype and email. For academic questions or less pressing issues then the appointment process is used. These arrangements are conveyed to students during induction sessions and via Moodle, along with all the contact details of the team. If tutors feel students would benefit from additional support from any of these facilities, they will make such a recommendation and / or set up seminars, for example extra study skills workshops with Student Services library staff.

### **Programme specific support for students**

Students on the programme will have full access to the University's extensive support provision.

The programme will be hosted on the Moodle virtual learning environment (VLE), which provides an integrated environment for easy access to: course materials, such as the programme handbook, one module workbook per module, handouts, slides, reading lists, web links and so on. Asynchronous 24/7 online communication between students and tutors using discussion forums is also part of the VLE. It is also used for: announcements; sending e-mails to students; scheduling tasks and course deadlines; tracking students' online activities; and submission and automatic receipting of electronic coursework submission.

The programme will have its own study support and library areas in the VLE which include the following resources:

- Harvard referencing guides;
- Study skills booklets;
- Links to useful web sites;
- ATHENS registration and usage guides; and
- E-journals.

Other relevant resources will be added over time.

At the start of the academic year students will be invited to the University to undertake an induction programme. During the induction programme students will be introduced to, and made familiar with, the programme, Moodle, the University campus and, importantly, the university-wide support services available to them. These services include: counselling, disability support, assessment centre, funding and welfare, careers service, library introductions, entrepreneurship and chaplaincy. Students will have differing levels of IT literacy, but the induction programme includes a half-day devoted to using Moodle, so that students rapidly gain confidence and become proficient with the VLE.

The programme-specific learning support will include:

1. Library resources acquired upon the recommendation of the Programme Team.
2. Bespoke learning resources developed specifically for this programme.
3. Access to Dr Thompson's Avenue Professional Development Programme.

In addition, students will be encouraged to support one another in a spirit of self-directed collaborative learning in line with the approach adopted by Dr Thompson in his online learning community over the past two and a half years.

## 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.

During induction the students are introduced to a member of the Glyndŵr Assessment Centre. They provide students with information about how they can obtain an Assessment of Need and eligibility for the Disabled Students Allowance. The team of assessors have experience and expertise in assisting students with a wide range of needs including dyslexia, hearing and visual impairments, physical difficulties, communication impairments, mental health difficulties and Autistic Spectrum Conditions. This information is also available within the Student Handbook and on Moodle.

The Disability and Learning Support Team can help with needs arising from a disability or impairment. The team seeks to provide guidance and support throughout a student's time at the University. The Disability Adviser offers appointments to students to discuss any issues relating to learning support or disability, informally and in confidence. The Assessment Centre provides a professional assessment, advice and training service to disabled students. They provide Study Needs Assessments for students who are eligible for the Disabled Students Allowance, which involves talking to them about their disability and barriers they experience to learning. Thereafter they recommend (and often are able to identify funding) support strategies and equipment students need to engage in education on a level playing field with their peers.

As mentioned earlier, the University has a Welsh language policy approved by the Welsh Language Board in August 2006 that commits the University to treating the Welsh and English languages on the basis of equality and in accordance with the Welsh Language Act 1993. In order to meet its obligations in relation to the Welsh language the University has set up a Welsh Language and Medium Committee to drive language developments within the University. Under its guidance various sabbaticals and fellowships are available to staff in the University to pursue Welsh language training and awareness courses. Staff represent the University on networking panels established by the Centre for Welsh Medium Higher Education to drive Welsh language higher education provision in Wales.

Students are offered the opportunity to submit assessed work in Welsh or English. When this is in relation to a subject area a Welsh-speaking staff member cannot assess, arrangements can be made for the work to be translated before being marked.

All students have free access to a range of Welsh language classes run at the Second Language Centre, and students are encouraged to access these courses as part of their personal development plans.

In terms of the programme content and management, equality and diversity issues will be incorporated in two ways:

1. They will be an important and consistent feature of the teaching input across all modules, as anti-discriminatory practice is a central part of the value base of the human services (Dr Thompson has published extensively in this field – two of his books on equality issues are bestsellers, in 6<sup>th</sup> and 4<sup>th</sup> editions respectively).
2. All reasonable steps will be taken to ensure that no student is disadvantaged or subject to any form of unfair discrimination in keeping with The Equality Act 2010 and the programme team's commitment to social justice.