

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	
<b>What type of accreditation does this programme lead to?</b>	
<b>Is accreditation in some way dependent on choices made by students?</b>	
<b>Final award/s available</b> eg BSc/DipHe/CertHE	MSc Post Graduate Diploma Post Graduate Certificate
<b>Award title</b>	MSc Professional Practice
<b>JACS 2 code</b>	
<b>UCAS code</b> (available from Admissions)	
<b>Relevant QAA subject benchmark statement/s</b>	
<b>Other external and internal reference points used to inform the programme outcomes</b>	QAA The Framework for Higher Education qualifications in England, Wales and Northern Ireland. August 2008. QAA Code of Practice for the assurance of academic quality and standards in higher education. Collaborative provision and flexible distributed learning. October 2010 QAA Masters Degree Characteristics March 2010
<b>Mode/s of study</b> ( <i>p/t, f/t, distance learning</i> )	P/T
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	June 2013

### Criteria for admission to the programme

1. Candidates must, unless able to satisfy Regulation 2 below, hold one of the following qualifications prior to commencement of the scheme:
  - (a) an initial degree awarded by an approved degree awarding body;
  - (b) a non-graduate qualification which Glyndŵr University has deemed to be of a satisfactory standard for the purpose of postgraduate admission.
2. A non-graduate may be accepted as a candidate provided that he/she has held, for a minimum of two years, a responsible position which is relevant to the programme to be pursued within the previous five years.

### Aims of the programme

The aim of the Programme is to enable learners to critically reflect on a variety of experiences within the work place leading to a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights which impact on their area of practice.

The Master's Programme will provide a general framework for work related learning which allows the learner to negotiate their own learning needs taking into account their professional/practice context and their individual development

In doing this they will be encouraged to questioning assumptions and presuppositions, leading to perspective transformation and transformational learning. Key focuses of the programmes are :

- Confidence Building
- Facilitating the ability to operate at a more senior level
- The development of reflexive practitioners who can communicate effectively with a range of audiences

### Distinctive features of the programme

The programme recognises that the learners will have a discipline related qualification and will be engaged in professional practice but will not have had the opportunity to access higher level learning opportunities. This proposal recognises that learners will wish to develop their practitioner knowledge as well as contributing to the overall development of their organisation and or professional functional domain in the private, public or third sector. They will be supported in this by a teaching team representing a range of professional contexts, and, who continue to engage in CPD and research activity within strategic and operational contexts.

The Teaching Learning and Assessment strategy draws on the concepts of the Learning Organisation, Personal Mastery and Lifelong Learning. The purpose being to enable the individual to make a difference to professional practice It also draws on the work of Gear *et al* (1994), Eraut *et al* (2000, 2005), Felstead *etal* (2005) and Eraut & Hirsh (2007) who suggest that the most effective and valuable learning for people in work is often that which occurs through the medium of work or is prompted in response to specific

workplace issues, as opposed to formal training or off-job programmes

Learners will be supported to develop their own learning goals which will be evidenced through a flexible approach assessment which reflects the needs of the individual as well as the needs of practice. The teaching strategy uses a range of techniques to engage the learner including face to face, moodle and individual tutorials. The use of group discussions in class and through the moodle forum will facilitate the development of communities of practice, where learners can share ideas in a safe environment.

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

The programme will be run over a three year period part time. The programme will be taught throughout the academic year as illustrated in the table below. Learners who complete 60 credits of study will be eligible for the award of Post Graduate Certificate in Professional Practice. Learners who complete 120 credits will be eligible for the award of Post Graduate Diploma in Professional Practice

#### Delivery Structure Part time

	Core/ Option	Code	Credits Level	Module Leader	Delivery
<b>Year 1</b>					
AUR701 Context and Practice	C		20 L7	JR	February - May
AUR702 The Strategic Practitioner	C		20 L7	DC	June – September
AUR703 Leadership and Ethics in Practice	C		20 L7	BH	October – January
<b>EXIT AWARD Post Graduate Certificate in Higher Education</b>					
<b>Year 2</b>					
AUR704 Reflective Practice	C		20 L7	JR	February - May
AUR705 Evidence-Based Practice	C		20 L7	CS	June – September
AUR706 Project Proposal	C		20 L7	BH	October – January
<b>EXIT AWARD Post Graduate Diploma in Higher Education</b>					
<b>Year 3</b>					
AUR707 Major Work-Based Project.	C		60 L7	CS	February – January

## **Intended learning outcomes of the programme**

On Completion of the Masters Programme at Level 7, learners will demonstrate:

### **A. Knowledge and understanding**

- A1. A critical appreciation of the internal and external operating environment within which they practice.
- A2. A systematic appreciation of the strategic and operational challenges facing their area of practice.
- A3. A critical appreciation of their role in delivering organisational outcomes.
- A4. A critical appreciation of leadership theory and the ethical consequences of decisions made in practice.
- A5. A comprehensive understanding of techniques applicable to research and advanced scholarship and its application to the practice context.

### **B. Intellectual skills**

- B1. Demonstrate self-direction and originality in tackling and solving problems.
- B2. To evaluate critically and contextualise current research and advanced scholarship in the discipline.
- B3. Act autonomously in planning and implementing tasks at a professional or equivalent level.
- B4. A capacity to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

### **C. Subject skills**

- C1. To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

### **D. Practical, professional and employability skills**

- D1. To reflect critically on their effectiveness as a practitioner.
- D2. To think strategically and to understand and apply relevant theory to their own and their practice.
- D3. To demonstrate the exercise of initiative and personal responsibility.
- D4. Decision-making in complex and unpredictable situations.

**The Grid on the following page identifies the specific learning outcomes for each exit award.**

MSc Professional Practice	Post Graduate Diploma in Professional Practice	Post Graduate Certificate in Higher Education	Modules
<b>A. Knowledge and understanding</b>			
A1: A critical appreciation of the internal and external operating environment within which they practice.	A1: A critical appreciation of the internal and external operating environment within which they practice.	A1: A critical appreciation of the internal and external operating environment within which they practice.	Context and Practice
A2: A systematic appreciation of the strategic and operational challenges facing their area of practice.	A2: A systematic appreciation of the strategic and operational challenges facing their organisation.	A2: A systematic appreciation of the strategic and operational challenges facing their organisation.	The Strategic Practitioner
A3: A Critical appreciation of their role in delivering organisational outcomes.	A3: A Critical appreciation of their role in delivering organisational outcomes.	A3: A Critical appreciation of their role in delivering organisational outcomes	Leadership and Ethics in Practice The Strategic Practitioner Context and Practice
A4 A critical appreciation of leadership theory and the ethical consequences of decisions made in practice	A4 A critical appreciation of leadership theory and the ethical consequences of decisions made in practice	A4 A critical appreciation of leadership theory and the ethical consequences of decisions made in practice	Leadership and Ethics in Practice
A5: A comprehensive understanding of techniques applicable to research and advanced scholarship and its application to the practice context.	A5: A comprehensive understanding of techniques applicable to research and advanced scholarship and its application to the practice context.		Evidence Based practice Project Proposal Major Work based Project
<b>B. Intellectual skills</b>			
B1 Demonstrate self-direction and originality in tackling and solving problems.	B1 Demonstrate self-direction and originality in tackling and solving problems.	B1 Demonstrate self-direction and originality in tackling and solving problems.	Major Work Based Project. The Strategic Practitioner Leadership and Ethics in Practice Reflective Portfolio
B2 To evaluate critically and contextualise current research and advanced scholarship in the discipline	B2 To evaluate critically and contextualise current research and advanced scholarship in the discipline		Major Work Based Project. Project Proposal

B3 Act autonomously in planning and implementing a major research based project			Major Work Based Project.
B4 A capacity to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences			Major Work Based Project.
<b>C. Subject skills</b>			
C1 To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses	C1 To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses		Evidence Based practice Project Proposal
<b>D. Practical, professional and employability skills</b>			
D1 To Reflect critically on their effectiveness as a practitioner	D1 To Reflect critically on their effectiveness as a practitioner	D1 To Reflect critically on their effectiveness as a practitioner	Leadership and Ethics in Practice The Strategic Practitioner Context and Practice Reflective Portfolio
D2 To think strategically and to understand and apply relevant theory to their own and their practice.	D2 To think strategically and to understand and apply relevant theory to their own and their organisation's practice.	D2 To think strategically and to understand and apply relevant theory to their own and their organisation's practice.	The Strategic Practitioner
D3 To demonstrate the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations	D3 To demonstrate the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations		Reflective Portfolio Major Work Based project

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

	<i>Module Title</i>	<i>Core/ Option</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>
<b>Level 7</b>	AUR701 Context and Practice	C	x		x								x		
	AUR702 The Strategic Practitioner	C		x	x			x					x	x	
	AUR703 Leadership and Ethics in Practice	C			x	x		x					x		
	AUR704 Reflective Practice	C						x					x		x
	AUR705 Evidence-Based Practice	C					x					x			
	AUR706 Project Proposal	C					x		x			x			
	AUR707 Major Work-Based Project.	C						x	x	x	x				x

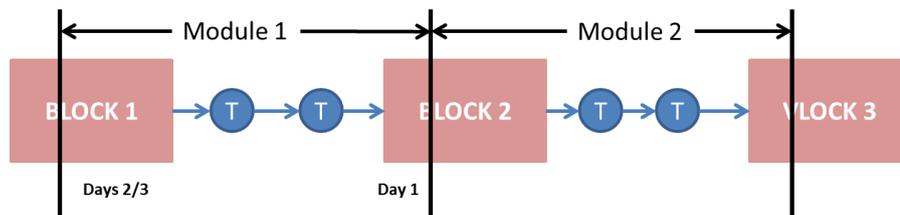
## Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

### Learning and Teaching Strategy

The learning and teaching strategy for the programme is essentially face to face teaching on a block basis supported by the Glyndŵr University Virtual Learning Environment, Moodle, with additional e-support between the blocks. The blocks are in the form of three days duration with each block containing an element of summative assessment and of formal teaching. The eclectic nature of the course and of the students necessitates a careful selection of appropriate teaching and learning processes. In addition to the formal class contact hours students will be supported through Moodle, email contact, on-line tutorials and the e-support tools which it is intended will create a community of scholars that will be mutually supportive through the life of the programme. The backgrounds of the students are likely to be quite diverse also and the e-support environment will allow room for the student cohort to mix on-line and come to terms with those differences in a positive manner. The overall aim is to provide a medium which supports the students and allows the students to support and learn from each other. Students will be provided with an introduction to moodle during their first block of study.

### The Three Day Block

The general arrangement of the three day block is shown in the figure below.



As can be seen the modules run between blocks with two on line tutorial support sessions in between. The module is delivered to the students over these two blocks with the majority of the face to face teaching and learning in the first block and with the second block on the first day being used to provide an element of summative assessment and feedback for the students. Day 1 on the first block would be used to introduce the course, the nature of the tutor base and technical support provided and the responses and academic output needed from the students. As is indicated in the figure above the each year of delivery will comprise four three day teaching blocks within which three full modules will be taught and assessed.

A key feature of the learning process will be the application by the students of taught principals to case studies from their own work environment and through this process the development of analytical and reflective problem solving skills. It is in this context that the block sessions supported by Moodle and the on-line tutorials will provide specific student support. This will be enhanced within the blocks by group discussions and practical exercises; however the main vehicle for this activity will be in the execution of assignments. These form a major part of the assessment profile whilst also being an essential part of the learning process.

## **E-support**

The e-support being proposed as part of this programme is not intended to replace the process of learning and teaching but to support both it and the student and to enhance the students learning experience. The two main elements of e-support are Adobe Connect and Moodle: Adobe Connect is the vehicle for the on-line tutorials and is a University platform for this. It has facilities for audio and visual contact between tutors and students and mechanisms for uploading presentations and documents for discussion. The tutorials, which will normally last an hour, will be a vehicle for formative assessment as students work to complete their assignments and as a formal basis for contact between tutors and the student cohort. Where the tutorials are used as a vehicle for group presentations by the students it will also promote contact between the student and help build up a community and collaborative spirit within the cohort.

Moodle in this context has a dual function. On the one hand it provides a platform for academic activity acting as a repository for information for the students and providing a means by which tutors can communicate updates and information to the cohort as a whole. On the other hand it can also help create and build a community of scholars through the use of forums which are essentially social in aspect and help to maintain contact and direct and promote discussion.

Experience at the University suggests that three forums have been seen to work well: the café forum, the task forum and the let's share forum. The café forum is not task based but is purely social; a place for building relationships that will initially be led by tutors to promote student involvement but will soon be self-supporting. The task and let's share forums are directed towards specific ends and support the student in the preparation of their particular coursework tasks. The let's share forum is there to promote cooperation and trust between the students and is also useful, particularly in the early modules, for building relationships.

The role of the tutor is important in establishing the forums: promoting discussions through the use of open and closed questions, being involved in the forums and acting as a role model for the cohort, ensuring that there is a balance between involvement in the forums, which may be passive through listening, and engagement in the forums which can only be achieved through participation.

## **Welsh Medium Provision**

The current University Policy for assessment through the medium of the Welsh language will apply to this Programme. Learners will be informed on the detail of this as part of the application/ enrolment and induction process.

The programme will include opportunities for learners working within a welsh context to reflect on the social political and economic framework within Wales.

Current members of the team are able to conduct tutorials through the Welsh Language  
10% of the programme can be delivered through the medium of Welsh

## Assessment strategy used to enable outcomes to be achieved and demonstrated

### Underlying Principles

The assessment strategy reflects the core aims of the work related MSc in Professional Practice which are:

1. To enable learners to critically reflect on their effectiveness as a practitioner.
2. To provide a learning environment which enables them to develop and demonstrate a detailed understanding of the complex context within which the practice/ function is delivered.
3. To provide them with an opportunity to contribute to the development of knowledge within their field of practice
4. To provide a general framework for work related learning which will ensure the level of the academic award whilst allowing the learner to negotiate their own learning needs taking into account their professional/practice context and their individual development needs.

### Types of assessment

The assessment strategy developed to meet these principles includes both formative and summative assessment. Each Module will have a summative assessment task. Opportunities for formative assessment will be provided through individual tutorials, feedback on assessed work and moodle tutorials. Examples to illustrate this are:

Evidence Based Practice : The summative assessments for the module includes, in the first instance, a poster presentation task, designed to assess their ability to select appropriate evaluative tools for assessing the effectiveness of their organisational practices. The second assessment is a report where they will be expected to undertake a systematic evaluation of models and techniques likely to assist in identifying areas for service and/or practice improvement.

Project Proposal: The research proposal forms the assessment of this module and represents the culmination of tasks undertaken as part of the Research Methods, as well as other tasks in this module, towards the production of their Major Project. The assessment will include setting out the framework for their likely methods of research, data gathering etc. in order to assist the eventual completion of their Major Project.

Leadership and Ethics in Practice the summative assessment will be in the form of a portfolio where the assessment will be based on the application of leadership and ethical principles to three practice based situations which the student has been involved in either directly or peripherally and where the student will be expected to critically reflect on the ethical principles and leadership principles applied and the opportunities such reflective practice offers for learning and for growth.

Opportunities for formative assessment will be used and facilitated through the use of Moodle and individual tutorials which will be conducted on-line using the University platform of Adobe Connect. Typically, as with Leadership and Ethics in Practice, the tutorials provide a basis for discussion around issues that support the face to face lecture material and the student's preparation of his portfolio. The tutorial will contain material from the tutor that will promote discussion and enable students to focus upon their own professional practice and material from the students in terms of responses to discussion

documents placed on Moodle both individually and in group work. The tutorials must also be viewed in the context of the work undertaken by the students in their task and let's share forums where the same material will form the basis of discussions and collaborations. For each of the tutorials for Leadership and Ethics in Practice there will be an element of group work undertaken by the students designed to promote teamwork in the context of the growth of the cohort and in terms of growth of the individual in his or her understanding of professional practice.

## **Assessment Practices and Processes**

### Assessment Criteria

The standard of all assessment tasks will reflect the QAA Masters Degree Characteristics March 2010. The assessment criteria for each module will be contextualised to reflect the learning outcomes of the module

### Feedback on Assessment

Learners will receive written feedback within the timescales laid down by Glyndŵr University.

### Plagiarism

Where practicable, Turnitin will be used a tool to support learners to develop their academic writing style as well as to detect plagiarism or collaboration.

### Double Marking and Moderation

All module assessments will be double marked with a sample being moderated in accordance with Glyndŵr Universities Regulatory Requirements.

### Extenuating Circumstances and Deadlines for Submission

Learners will be given a schedule of assessment submission dates for the year. They will be informed of the penalties which apply for non submission. Learners will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

## **Assessment Schedule**

	Delivery	Assessment Date	
		Task 1	Task 2
<b>Year 1</b>			
AUR701 Context and Practice	February – April	Presentation June	
AUR702 The Strategic Practitioner	June – August	August	
AUR703 Leadership and Ethics in Practice	October – January	January	
<b>Year 2</b>			
AUR704 Reflective Practice	February - April	April	
AUR705 Evidence-Based practice	June - August	Poster Presentation August	Report
AUR706 Project Proposal	August – December	December	
<b>Year 3</b>			
AUR707 Major Work-Based Project.	February – December	December	

## **Assessment regulations that apply to the programme**

Glyndŵr University Assessment Regulations for Taught Master Programmes apply to this Programme.

### Trailing

No modules from part one of this programme can be trailed in to part two of this programme.

## **Programme Management**

There will be one programme leader (Jane Richardson), who will take overall responsibility for quality assurance and enhancement using the University's Programme Leaders Handbook as a reference point for action. The Programme team includes: Dr. Colin Stuhlfelder, Brian Heath, Dave Cheesbrough, Barry Hills, Kevin Gilliam and Ian Williams, Dr. David Skydmore.

The Programme sits within the Department of Biology and Environment which is part of the Institute of Arts Science and Technology.

Each module will be assigned to a module leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by Academic Board, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, the professional body, external examiners and employers. Specific methods used for consulting students include the completion of SEMs, Staff Student Consultative Committees and end of year group feedback sessions. The outcomes of this report are scrutinised and agreed at Programme Level at programme Boards with subsequent monitoring and review being formalised through the Departmental Subject Board.

The Programme team meet monthly in order to monitor programme performance. Issues discussed include recruitment and retention, student feedback, assessment calendars approaches to teaching and learning, coordination of site visits and guest lecture plans. Peer observation is undertaken this includes classroom based observation as well as peer review of marking, assessment and feedback.

### **Research and scholarly activity underpinning the curriculum**

With regards to research and scholarly activity underpinning the curriculum the team are involved in a number of project and forums that directly influence course content and are important guarantors of the currency and relevance of module content and assessment criteria.

Additionally, the team has been instrumental in directing housing and planning policy across north and mid Wales as a result the consultancy work undertaken for local authorities. These have included:

- Local Housing Market Assessment for Powys County Council in 2010, relating to housing need and demand across all sectors, social and private;

- Evaluation of housing need and demand for Denbighshire, Flintshire, and Wrexham councils in 2011 and 2012; and
- A review of private sector housing conditions for Wrexham County Borough Council in 2012.

Currently the team members are leading on active projects relating to a single access route to social housing across North Wales with local authorities and registered social landlords, supported by the Welsh Government with potential for wider implementation as a delivery model, as well as a potentially pioneering assessment of housing stock conditions in Gwynedd. The latter is seeking to save the significant costs of a traditional stock survey by replacing it with an evaluation of data gathered across the County by the Council, local housing associations, surveyors, estate agents etc. The team is also undertaking consultation for the writing up of a local housing strategy for Denbighshire County Council.

The team is also actively involved in the administration of numerous local and national organisations, with both housing lectures being board members of social housing groups, one as a non-executive director and another as a divisional board member for one of the UK's largest registered social landlords, as well as chair of their equality and diversity scrutiny panel. Other roles present amongst the team include being Director of a leading HIV charity and chair of its board of trustees.

Further examples of influential roles undertaken in the sector include the roles of secretary and vice chair of the International Housing Sociology Working Commission of the United Nations with the various international links associated with such positions. Additional roles include involvement with national and principality organisations ranging from directorships of the Centre for Disability Studies in Wales, and the British Sociological Association.

With regards to scholarly activity, the team continues to maintain a number of links with educational bodies and sector organisations. These include the Southern African Housing Foundation where the team has successfully participated in sharing good practice from the Developed World to Developing nations relating to sustainability in construction and communities, with a member of the team having been invited to Peer Review papers for the 2013 conference. Other peer review and editing roles include the British Journal of Social Work, the Health & Safety at Work Handbook.

The team have conducted research and presented material relating to Health & Safety in the construction industry, asbestos regulations, corporate manslaughter, wellbeing in the workplace, leaseholder perspectives, and the use of statistics in housing research, all of which contributes directly to course content. Further examples include papers on the social anthropology of housing rites de passage, the semiotics of rural communities, disability issues and property management, and codes of residential heritage.

Current research includes an examination of social housing management and construction with two of the department's international partners, IUT Alençon (part of the University of Caen-Basse, Normandy and an Erasmus partner of Glyndŵr University) and the British Hellenic College in Athens (who franchise the Architectural Design Technology BSc). Furthermore, a Building Information Modelling research project is being conducted with a lecturer from Leeds University with the active participation of 2<sup>nd</sup> Year Architectural Design Technology and Construction Management students.

The team maintains a number of important international connections, reflecting the commitment made to the international students who attend a number of the courses staff are involved in. As well as IUT Alençon and the British Hellenic College, staff are visiting

lecturers at Eotvos Lorand University, Budapest, and at Tallinn Technical University. Furthermore, the team are also involved in franchise agreements with local further education colleges, notable Yale and Coleg Menai, allowing for equal attention to be paid to also supporting students from the immediate Welsh regions.

With regards to ongoing personal and professional development, two team members are undertaking Professional Doctorates, relating to housing allocations, and organisational and service user development within the public health sector. Another team member is completing a Post Graduate Certificate in e-learning in order to support Virtual Learning Environment delivery and to examine further the potential for e-assessment on the courses.

Furthermore the team actively participate in the Continuous Professional Development opportunities afforded to them as part of their ongoing membership of the accrediting bodies associated with the courses; both as a means of supporting currency and relevance, as well as ensuring continued membership and accreditation. In the last 3 months, one member of the team has become an Associate of one of the accrediting bodies and will progress to Chartered Membership within the next 3. In doing so, this team member will join colleagues with memberships that include fellowships of the Chartered Institute of Housing, the Land Institute, the Higher Education Academy, and the Royal Institution of Chartered Surveyors. The team also includes members of the Royal Institute of British Architects, the British Sociological Institute, the Architecture & Surveying Institute; the Chartered Institute of Building, the Institute for Welsh Affairs, and the Association of British Engineers. The importance placed on these professional links, and the influence this gives the department in those organisations is reflected in the progression of staff through the committees of those bodies, including membership, for example, of the Chartered Institute of Building's panel for developing an academic route to Chartered Membership. This is also why the team is trusted by a number of these professional bodies to organise and host Continuous Professional Development events.

Finally the team are involved in a number of internal and external assessor, examiner and committee roles, including chairing commitments, of educational institutions nationally and internationally. Within the University, staff are members of the ethics, quality assurance, research and procedural committees, as well as assessors for external universities both in their roles as educators, and also as appointed evaluators for the accrediting bodies detailed earlier.

### **Particular support for learning**

The team subscribe to the view that their key role is to facilitate the engagement of the learner and the enhancement and enrichment of the learning experience wherever learning takes place. The learning infrastructure and student support mechanisms support this role in the following ways.

#### **University Level**

At University level, learning support provided includes welfare services, healthcare provision and services for learners with educational support needs. These services are advertised on the web site and signposted within the Student Handbook.

There is also a University commitment to ensure that learners are aware of their rights and responsibilities. This information is provided electronically through the web site. Learners who need to exercise their rights, for example to make an academic appeal, are advised and supported by the Student Guild. Likewise students who may be the subject of

a disciplinary hearing are also advised by the Students Guild.

Learner representation and opportunities to evaluate institute policies and procedures is evident throughout the University, and includes student representation on the Board of Governors and Academic Board.

Learning Resources are provided centrally within the Library and these include a range of relevant books, journals and electronic resources. The University has decided to utilise Moodle as its Virtual Learning Environment and the programme team have used moodle to provide an extensive range of learning materials and are now developing more interactive approaches to learning. To this end one of the team is in the process of completing the post graduate certificate in E learning.

There is an Academic Studies Skills Support Team who provide support and guidance relating to academic writing skills. The study skills tutor will be available to support and guide to students for on-going individual and/or small group support on a self-referral basis throughout the year including the summer period

### **Programme Level**

Students will be signposted to University services through the student handbook. The student will contribute to quality assurance and improvement in the following ways: module evaluation questionnaires; perception of programme questionnaires and representation on the staff student liaison committee and on programme boards.

On the individual level students will be supported in their learning in the following ways:

- Students will be provided with a programme handbook which details their programme of study and signposts them to University level support mechanisms, policies and regulations.
- Student academic support needs will be met in the following ways.
  - Individual tutorials with academic tutors to identify individual learning needs and aspirations which will then be monitored throughout the programme.
  - Tutors will use Moodle as a repository for course material and are actively engaging in developing opportunities to use Moodle to provide feedback to students, promote online discussion and promote a VLE academic community.
  - Pastoral support will be provided by a named personal tutor.
  - Induction programmes will include Study Skills and IT and Moodle Induction.
  - Each programme of study will have arrangements in place for a programme student representative. This representative will be invited to attend Programme Boards and, where appropriate, relevant Institutional Meetings

### **Equality and Diversity**

Glyndŵr University is committed to ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.

The Disability & Learning Support Team will 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.