

OFFICE USE ONLY	
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## PART TWO PROGRAMME SPECIFICATION

### Postgraduate Certificate in Learning and Teaching in Higher Education

**1 Awarding body**

Wrexham Glyndwr University (WGU)

**2 Programme delivered by**

Wrexham Glyndwr University (WGU)

**3 Location of delivery**

The programme will be delivered on the Plas Coch Campus Wrexham.

**4 Faculty/Department**

Faculty of Social and Life Sciences.

**5 Exit awards available**

None

**6 Professional, Statutory or Regulatory Body (PSRB) accreditation**

Advance HE

**7 Accreditation available**

On completion of the Postgraduate Certificate in Learning and Teaching in Higher Education, participants are eligible to gain professional recognition with Advance HE as a Fellow of the Higher Education Academy (FHEA).

8 **Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**

N/A

9 **JACS3 / HECoS codes**

JACS3 code: X350

HECoS code: 100461

10 **UCAS code**

N/A

11 **Relevant QAA subject benchmark statement/s**

N/A

12 **Other external and internal reference points used to inform the programme outcomes**

UKPSF (2011). *UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*.

<https://www.heacademy.ac.uk/system/files/downloads/UK%20Professional%20Standards%20Framework.pdf>

UKPSF (2011). *Fframwaith Safonau Proffesiynol y DU ar gyfer addysgu a chynorthwyo dysgu mewn addysg uwch*

[https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf\\_2011\\_welsh.pdf](https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_welsh.pdf)

13 **Mode of study**

Part time

14 **Normal length of study** for each mode of study

*Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.*

Participants will study across two semesters and will complete a 30 credit module during each Semester. Therefore completing the Postgraduate Certificate over one academic year.

15

16 **Language of study**

## 17 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy [https://www.glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/7\\_Admissions%20Policy%20-%20October%202018%20revision%20final.pdf](https://www.glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/7_Admissions%20Policy%20-%20October%202018%20revision%20final.pdf)

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

The programme is open to internal staff and external applicants involved in teaching and supporting learning in a HE context. This could include staff who are not employed as lecturers but may have some teaching-related responsibilities or support learning in other ways. For example:

- Early career researchers with some teaching responsibilities (e.g. PhD students and GTAs)
- Staff new to teaching (including those with part-time academic roles)
- Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities
- Early career academics
- Academic-related and/or support staff holding substantive teaching and learning responsibilities
- Experienced academics relatively new to UK Higher Education

### Admission

To be eligible for admittance to this programme a candidate shall:

- I. Have qualified for an initial degree awarded by an approved degree awarding body, or hold another qualification which is recognised by the University as being of graduate equivalence.

AND

- II. Have access to a practice-based or related environment (teaching and supporting student learning in an HE context) to which learning may be applied.

For an external applicant, a letter of support from the applicants' manager or a log detailing their role in supporting learning will be required to support their application. This is required to demonstrate the applicant is in a suitable practice based setting. The programme leader will then observe the applicant in practice to ensure student suitability.

### **DBS Requirements**

N/A as participants are working with adults.

### **Non-standard entry criteria and programme specific requirements**

## **18 Recognition of Prior (Experiential) Learning**

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

Any requests for RPL will be dealt with in line with existing University procedures. All applicants are interviewed prior to enrolment. The interview provides a method for checking with the participants that they will be able to fulfil the requirements of the UK Professional Standards Framework (UKPSF) at Descriptor 2 (Fellow of the Higher Education Academy).

### **Programme specific restrictions**

If a student RPL's a module into the programme, an observation of practice will be required to demonstrate the requirements of the criteria for professional recognition as a Fellow of the HEA (Descriptor 2) in order to authenticate practice for professional recognition as a Fellow of the Higher Education Academy (HEA).

## **19 Aims of the programme**

The Postgraduate Certificate in Learning and Teaching in Higher Education aims to:

- Ensure that participants have demonstrated the development of effective teaching, learning, assessment and evaluation practices through critically applying theoretical conceptual frameworks within the context of the higher education sector;
- Promote autonomous learning within the ethical and practical boundaries (Descriptor 2, UKPSF) of professional practice;
- Promote critical and effective reflective practice by engaging higher education lecturers in professional development and critical reviews of learning, teaching, assessment and evaluative procedures and processes;
- Encourage critical scrutiny and broaden understanding of the institutional, national and international contextual developments impacting upon higher education;
- Support the development of the scholarship of learning and teaching;
- Facilitate participants' professional recognition as Fellow (FHEA) of the Higher Education Academy.

## 20 Distinctive features of the programme

The Postgraduate Certificate in Learning and Teaching in Higher Education enables HE lecturers and others with substantial teaching roles to become recognised practitioners with Advance HE and the Higher Education Academy (HEA) through the alignment of their practice with the UK Professional Standards Framework.

The programme is accredited by Advance HE and is aligned to WGU's Strategy for Supporting Student Learning and Achievement (SSSLA).

The programme is pivotal in supporting and encouraging newly appointed staff and existing staff in both their academic practices of learning, teaching, assessment and evaluation and in the development of their research and publication profiles. The UKPSF is a comprehensive set of professional standards and guidelines for HE providers and leaders and is a nationally-recognised framework for benchmarking success within HE teaching and learning support, it can be applied to personal development programmes at individual or institutional level to improve quality and recognise excellence.

The aims of the UK Professional Standards Framework:

- Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.
- Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
- Professional recognition demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
- Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
- Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of

wider responsibilities that may include research and/or management activities (UKPSF, 2011 p.2).

Increasingly, when advertising academic job vacancies, HE Institutions are asking for Fellowship of the Higher Education Academy as an essential in the job description alongside specific qualifications and experience.

## 21 Programme structure narrative

The programme will be delivered part-time over a calendar year. Starting in October. A scheme of learning outlined below for each of the modules will enable participants to gain the knowledge and understanding required to complete the module assessments.

Completion and approval at the relevant PG assessment and progression/award board of both modules leads the award of Postgraduate Certificate in learning and Teaching in HE. It is this award that is accredited by Advance HE and leads to professional recognition as Fellow of the Higher Education Academy (FHEA).

## 22 Programme structure diagram

Level 7		
Semester 1	Mod title	Learning, Teaching and Assessment in Higher Education
	Module code	EDS746
	Credit value	30
	Core/Option	Core
	Mod leader	Sue Horder

Level 7		
Semester 2	Mod title	Academic Practice in Higher Education
	Module code	EDS745
	Credit value	30
	Core/Option	Core
	Mod leader	Sue Horder

Participants need to be teaching in an HE context and have a log of a minimum of 100 teaching hours signed by their mentor and completed over the duration of the programme. If a student changes role, or is no longer working in HE and therefore unable to complete the required 100 hours practice, they would not be able to complete the full programme as they will not have enough evidence of practice to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and meet the relevant criteria for descriptor 2 in the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF, 2011).

The 100 hours can take into account an element of supporting time or teaching preparation and not just direct teaching time. This will be discussed with individual applicants at interview in order to ensure that applicants have the required amount of practice for the programme.

Mentoring is a key component within the PG Certificate programme and mentors are identified at the outset with participants encouraged to work with them to support development. Participants, on offer of a place on the programme are asked to consider who they would like to act as their mentor. Once this role has been agreed mentors are asked to attend a meeting with the Programme Leader and with the participant, to explain the mentor's role. Opportunities for CPD and training is offered to mentors.

The programme intends to challenge lecturers on their teaching skills, practices and knowledge in order for them to improve and develop their practice, advantageous not only to the participants themselves but also their colleagues and the students they teach. The programme is designed to enable participants to extend their knowledge and understanding of pedagogy and how their own philosophy of teaching influences their professional practice. Participants will be expected to consider the methods and strategies they utilise within their classrooms, in order to evaluate their effectiveness in relation to supporting student learning in line with WGU's **Strategy for Supporting Student Learning and Achievement (SSSLA)**. The challenge to be able to define and defend practice is integral to the **'Learning, Teaching and Assessment in Higher Education'** module.

The **'Academic Practice in Higher Education'** module encourages an internal personal dialogue as to professional identity, in terms of the participant as a lecturer/researcher and the complexity of the teaching-research nexus in higher education. The personal dialogue explores the possible ways in which research and teaching can be linked for the enhancement of student learning. This personal dialogue is facilitated via the range of topics the modules cover, including, amongst other, ethics, sustainability, the student experience, education for employment, work based learning and widening participation. The exact range of topics will vary from year to year in negotiation between the participants and the programme team. There is an opportunity for participants to publish the work from this module (if suitable for publication) at the end of the programme. The programme team have experience of publishing in peer-reviewed journals and are therefore able to support participants in progressing their research through to publication, if it is deemed to be of a publishable standard.

The programme can accommodate a wide range of disciplines and professional backgrounds. The schedule of workshops enables participants to attend sessions on a Wednesday afternoon when there should be no teaching commitment. It provides generic teaching skills which can be applied in participants' discipline contexts with suitable pedagogic content knowledge developed, particularly in consultation with mentors.

## 23 Intended learning outcomes of the programme

<b>On completion of Level 7 participants will be able to:</b>	
<b>Knowledge and understanding</b>	
<b>A1</b>	Critically apply knowledge and understanding of the theoretical concepts of teaching, learning, assessment, evaluation and research skills to practice
<b>A2</b>	Critically evaluate own practice in relation to the diversity of learners' needs and learning support frameworks
<b>A3</b>	Critically reflect upon and share insights into assessment and accreditation procedures.
<b>On completion of Level 7 participants will be able to:</b>	
<b>Intellectual skills</b>	
<b>B1</b>	Critically evaluate their own and others' approaches to learning and teaching, drawing upon principles of good practice, values and attitudes
<b>B2</b>	Respond reflectively, critically and confidently with the complexity and contradictions in educational theory and practice in an HE context.

<b>On completion of Level 7 participants will be able to:</b>	
<b>Subject skills</b>	
<b>C1</b>	Provide a reasoned, scholarly and informed rationale for their teaching and assessment practice
<b>C2</b>	Provide a considered statement of their role as an academic within their HE context and more broadly in society

<b>On completion of Level 7 participants will be able to:</b>	

<b>Subject skills</b>	
<b>D1</b>	Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer through reflecting critically on their own practice in order to enhance the quality of teaching, learning and assessment and the student experience
<b>D2</b>	Reflect on own and others' practice in order to enhance the quality of teaching, learning and assessment and the student experience
<b>D3</b>	Align pedagogical practice to subject specific and institutional strategic goals
<b>D4</b>	Identify, share and promote good practice, including innovative approaches to subject-based pedagogy.

## 24 Curriculum matrix

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

For successful completion of the Postgraduate Certificate in Learning and Teaching in Higher Education, students will achieve the following learning outcomes:

<b>Learning, Teaching and Assessment in Higher Education</b>	<i>Module Intended Learning Outcomes</i> <i>At the end of this module, students should be able to:</i>				
Programme Outcomes	Plan and deliver a teaching session that meets the needs of individuals and small groups.	Critically reflect on and evaluate learning experiences that incorporate educational theory in relation to a session's desired and intended learning outcomes.	Critically reflect on assessment practices and a range of strategies used to assess student learning, informed by current scholarship and research.	Critically analyse the use and value of appropriate learning technologies designed to support student learning.	Critically evaluate own teaching practice (learning, teaching and assessment) in the context of own institution's learning and teaching strategy and the UKPSF and identify actions for improvement.
<b>A: Knowledge and Understanding: Participants will be able to:</b>					
A1. Critically apply knowledge and understanding of the theoretical concepts of teaching, learning, assessment, evaluation and research skills to practice;	✓	✓	✓		
A2. Critically evaluate own practice in relation to the diversity of learners' needs and learning support frameworks;		✓	✓	✓	✓

A3. Critically reflect upon and share insights into assessment and accreditation procedures.			✓	✓	✓
<b>B: Intellectual Skills: Participants will be able to:</b>					
B1. Critically evaluate their own and others' approaches to learning and teaching, drawing upon principles of good practice, values and attitudes	✓	✓	✓		
B2. Respond reflectively, critically and confidently with the complexity and contradictions in educational theory and practice in an HE context.		✓	✓	✓	✓
<b>C: Subject Skills: Participants will be able to:</b>					
C1. Provide a reasoned, scholarly and informed rationale for their teaching and assessment practice;	✓	✓			✓
C2. Provide a considered statement of their role as an academic within their HE context and more broadly in society.					✓
<b>D: Practical, Professional and Employability Skills: Participants will be able to:</b>					
D1. Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer through reflecting critically on their own practice in order to enhance the quality of teaching, learning and assessment and the student experience;		✓	✓	✓	✓

D2. Reflect on own and others' practice in order to enhance the quality of teaching, learning and assessment and the student experience;	✓		✓		✓
D3. Align pedagogical practice to subject specific and institutional strategic goals;		✓		✓	✓
D4. Identify, share and promote good practice, including innovative approaches to subject-based pedagogy.			✓		✓

<b>Academic practice in Higher Education</b>	<i>Module Intended Learning Outcomes</i> <i>At the end of this module, students should be able to:</i>		
Programme Outcomes	Critically evaluate the role of academics and higher education in society in relation to the implications for own professional practice.	Critically evaluate strategies for effecting change designed to enhance academic practice in own subject/discipline.	Identify and execute a negotiated critical study into an applied area of HE academic practice.
<b>A: Knowledge and Understanding: Participants will be able to:</b>			
A1. Critically apply knowledge and understanding of the theoretical concepts of teaching, learning, assessment, evaluation and research skills to practice;	✓	✓	✓
A2. Critically evaluate own practice in relation to the diversity of learners'	✓	✓	

needs and learning support frameworks;			
A3. Critically reflect upon and share insights into assessment and accreditation procedures.		✓	
<b>B: Intellectual Skills: Participants will be able to:</b>			
B1. Critically evaluate their own and others' approaches to learning and teaching, drawing upon principles of good practice, values and attitudes	✓		
B2. Respond reflectively, critically and confidently with the complexity and contradictions in educational theory and practice in an HE context.	✓	✓	✓
<b>C: Subject Skills: Participants will be able to:</b>			
C1. Provide a reasoned, scholarly and informed rationale for their teaching and assessment practice;		✓	✓
C2. Provide a considered statement of their role as an academic within their HE context and more broadly in society.	✓	✓	
<b>D: Practical, Professional and Employability Skills: Participants will be able to:</b>			
D1. Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer through reflecting critically on their own practice in order to enhance the quality of teaching,	✓	✓	✓

learning and assessment and the student experience;			
D2. Reflect on own and others' practice in order to enhance the quality of teaching, learning and assessment and the student experience;	✓	✓	
D3. Align pedagogical practice to subject specific and institutional strategic goals;	✓	✓	
D4. Identify, share and promote good practice, including innovative approaches to subject-based pedagogy.			✓

## 25 Learning and teaching strategy

The overall aim is to encourage participants to think critically about learning, teaching and assessment in both the taught element and in their own professional practice. Participants are encouraged to link educational theory to their own practice in a reflective manner. Assessment criteria is designed to ensure that practice is analysed critically and evaluated, informed by references to relevant literature and research.

The two modules are delivered over the course of the academic year, and sequentially timetabled. The participants at the start of the programme are introduced to the modules and shown the connections that exist between them. The teaching and learning then follows aspects of different module content (through the workshops and seminars). In addition participants will have access to tutorial support throughout the duration of the programme. It is anticipated that by the end of the programme an holistic view of learning, teaching, assessment and evaluation is created.

Whilst a range of teaching strategies are adopted on the Programme, including seminars, workshops, group work, direct study, VLE forums and many others, a key feature of the Programme is the discussion of these methods and approaches in relation to supporting student learning. The range of methods adopted on the Programme are designed to model best practice in teaching and learning within a higher education context. As a result participants have the opportunity to experience a range of methods and approaches that support learning as a student and then have the opportunity to evaluate the potential to incorporate and develop similar (if appropriate) methods in their own teaching practice. This supports the notion of theory in action and gives the programme a unique feel and flavour in terms of staff development.

## 26 Work based/placement learning statement

Participants on the programme need to have at least 100 hours of teaching practice in a HE setting. Participants will be observed in their teaching practice setting as part of the '**Learning, Teaching and Assessment in Higher Education**' module. This is a requirement of the Advance HE accreditation in order to authenticate the practice of those eligible for professional recognition as a Fellow of the HEA.

For the module entitled '**Academic Practice in Higher Education**' are encouraged to critically evaluate strategies for effecting change designed to enhance academic practice in own subject/discipline in relation to the implications for own professional practice and ways in which engaging in research and scholarly activity that can enhance practice.

In order to engage in research and scholarly activity designed to enhance practice, participants will identify and execute a negotiated critical study into an applied area of Higher Education academic practice. Participants will be encouraged to disseminate their findings to a wider audience perhaps through the WGU staff conference and learning lunches programmes or at an appropriate external conference.

It is anticipated that participants will mainly come from staff at WGU, although it is possible that participants may be external to the University. Participants will need to have a mentor to support them while on the programme and advice and guidance will be given by the programme team (PG Cert) on mentoring participants on the programme. The programme team will meet with the mentors in the teaching setting both in Semester One and Semester Two to ensure that participants are being supported appropriately and have the required teaching practice to fulfil the requirements of the programme and the criteria for Fellowship of the HEA.

## 27 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

## 28 Assessment strategy

The Strategy for Supporting Student Learning and Achievement (SSSLA, p.8) notes:

**Assessment and Feedback:** part of the strategy in this area will be to extend and improve our approach to formative assessment. The Higher Education Academy has done extensive work in this area, including developing diagnostic review tools in the area of assessment and evidence-based work around student-centred assessment. Assessment Standards Knowledge exchange (ASKe) is an evidence base concerned with learning and teaching especially around assessment and feedback, whilst the PASS (Programme Assessment Strategies) project tackled how to design an effective, efficient, inclusive and sustainable assessment strategy which delivers key course/programme outcomes. TESTA (Transforming the Experience of Students through Assessment) also aims to improve the quality of student learning through addressing programme-level assessment.

With this in mind the assessment strategies for the two modules undertaken as part of the PG Cert enable some formative assessment strategies that support learning. For example in the *Learning, Teaching and Assessment in Higher Education* module, the participants will undertake a micro teach to their peers and an observation of their teaching practice. This which will enable participants to draw upon the experience and the feedback from each of these assessment opportunities to inform their final reflective piece.

In the **Academic Practice in Higher Education** module, during session 3, participants will have an opportunity to outline their initial proposal for the negotiated critical study through a peer review process. The feedback and critical dialogue explored in this session will enable participants to receive formative feedback that will support the enhancement of their final written project.

Given that participants on the programme are predominantly staff it is important that they are able to undertake the modules using a flexible approach that fits in with their workload commitments, assignments are presented at the September Assessment Board.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
EDS746 Learning, Teaching and Assessment in Higher Education	Simulation Practical Reflective Practice	30% Pass/Fail 50% (3000 words)	<i>Wk 26, Sem 1</i> <i>Wk 34, Sem 2</i> <i>Wk 39, Sem 2</i>
EDS745 Academic Practice in Higher Education	Project Practice	100% Pass/Fail	<i>Wk 50, Sem 2</i> <i>Wk 50, Sem 2</i>

## 29 Assessment regulations

Regulations for Taught Masters Degrees apply to this programme.

All modules and programme outcomes are assessed.

Informal formative assessment is built into modules through the sessions and participants can have one draft of their assignment formatively assessed prior to final hand-in. Participants are given the opportunity for tutorial support and feedback on initial work on all assessments.

The intended learning outcomes in both modules are mapped to the UK Professional Standards Framework in order to meet the criteria for recognition as Associate Fellow or Fellow of the Higher Education Academy.

### Derogations

N/A

### Non-credit bearing assessment

N/A

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

N/A

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

N/A

**30 Programme Management**

**Programme leader**

Sue Horder: Associate Dean: Academic Affairs

**Module Leaders**

Sue Horder: Associate Dean: Academic Affairs

**Module Tutors (staff teaching on the modules in addition to Module Leader).**

Kelly Smith (Learning and Teaching)

Jo Williams (Learning and Teaching)

John Luker (Research methods and enquiry in Education)

Julian Ayres (Technology Enhanced Learning)

Sue Horder is both Programme Leader and Module Leader for both modules. However, the programme team will support the delivery of the modules based on their relevant expertise outlined above.

**31 Quality Management**

WGU provide a framework for the assurance and enhancement of quality and standards for programmes.

Annual monitoring is a key element of Glyndŵr University's approach to quality assurance and enhancement. It is designed to provide assurance regarding the quality and standards of academic programmes, to provide opportunities for the sharing of good practice, and to identify areas for enhancement.

Annual Monitoring Reports (AMR) are developed and considered at Faculty boards. Following the Faculty Board review a report is sent to the Learning, Teaching and Quality Committee (LTQC).

External Examiners Reports are also reviewed through the Annual Monitoring Report. A response to the report is formulated by the programme team and an action plan created that is reviewed on a monthly basis by the programme team.

The use of student evaluation of modules (SEMs) are carried out by the module tutor in the early stages of a module in order to identify any issues or concerns at an early stage (3 weeks) followed by an end of module SEM designed to review the module as a whole. The programme team will review the SEMs and feedback to the participants to ensure that any issues or concerns are addressed.

The team recognises the importance of providing participants with the opportunity to engage in discussions relating to the programme. As a result the programme team will ensure that scheduled group meetings take place where participants are given the opportunity to provide constructive feedback to the programme team. This is very much part of the evaluation processes in the new revalidated programme along with the SEMs. The team wish to create an atmosphere of collegiality and collaboration and by creating an atmosphere and environment of partnership on the programme any issues, as they arise, are dealt with through the appropriate University processes.

These mechanisms will ensure that there is an auditable and clear process for monitoring and review of all aspects of the programme's operation, leading to the maintenance of academic and professional standards.

## **32 Research and scholarship activity**

All of the programme team are engaged in research and scholarly activity linked to learning and teaching.

Current research includes;

- Evaluation of the Master's in Educational Practice (for the Welsh Government) in conjunction with other Welsh Universities
- A Professional Learning Framework for Teachers in Wales (for the Welsh Government) in conjunction with other Welsh Universities
- A model of reflection that encourages deeper critical thinking about approaches to learning, teaching and assessment
- Supporting students with Additional Learning Needs
- Gamification and its value in supporting student learning in HE

Four members of the programme team hold Fellowship of the Higher Education Academy with one member submitting an application for the 30<sup>th</sup> July panel.

## **33 Learning support**

### **Institutional level support for students**

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

### **Faculty support for students**

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Priority actions under the Faculty of Social and Life Sciences Strategy includes:

- To work together to develop a curriculum, great teaching, innovative assessment, personalised support and co-creation of new learning, that equips our students with the knowledge and skills for the world of work and further study.
- To increase the quality and effectiveness of teaching activities across all programmes for students from diverse backgrounds.

As outlined earlier the programme aligns to the UKPSF and the expectations of those teaching and supporting learning in HE. In addition the programme is aligned to the Strategy for Supporting Student Learning and Achievement (SSSLA). Participants will also be assigned a mentor within their subject discipline to support their professional development across the programme.

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

All participants will be assigned a personal tutor while on the programme. Participants will have access to tutorial support throughout the academic year and tutorials can be booked via the Moodle VLE. Participants can expect to have at least one tutorial session per module and this can be extended based on individual student needs. Participants also have access to the normal university student support mechanisms. The Glyndŵr Assessment Centre provides a professional assessment, advice and training service to people with disabilities attending the university.

Participants on the programme will be encouraged to ask if there is a colleague willing to be a mentor while they are on the programme. The programme team will help support the finding of a suitable mentor and will liaise with the participants' line

manager to ensure one is in place if the student was unable to identify anyone suitable. Mentors will have access to a Mentor handbook and mentor training could be provided if required.

The programme uses the Moodle VLE throughout the module delivery and this includes access to a range of on-line journals and eBooks available through Resource Finder and Dawson eBooks. There is also a wide range of appropriate texts relating to learning, teaching and assessment available in the main library on the Plas Coch campus.

### **34 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 Equality and Diversity Policy

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.