

OFFICE USE ONLY	
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## PART TWO PROGRAMME SPECIFICATION

### BA (Hons) Childhood, Welfare and Education (Top-up)

1	<b>Awarding body</b>	Glyndwr University
2	<b>Programme delivered by</b>	Glyndwr University
3	<b>Location of delivery</b>	Online
4	<b>Faculty/Department</b>	Social and Life Sciences/Education
5	<b>Exit awards available</b>	BA (Ordinary) Childhood, Welfare and Education
6	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>	N/A
7	<b>Accreditation available</b>	N/A
8	<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)</b>	N/A
9	<b>JACS3 code HECOS code</b>	X310 100456
10	<b>UCAS code</b>	

	CWE6
11	<b>Relevant QAA subject benchmark statement/s</b> Education Studies (2015). Early Childhood Studies (2014).
12	<b>Other external and internal reference points used to inform the programme outcomes</b> N/A
13	<b>Mode of study</b> Online/distance learning full & part time
14	<b>Normal length of study</b> 1 year full-time 2 years part-time
15	<b>Maximum length of study</b> Three years
16	<b>Language of study</b> English

## 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/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

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).

### DBS Requirements

No DBS requirement

## Non-standard entry criteria and programme specific requirements

A completed FdA in a subject closely aligned to Childhood Studies or Early Years Education gained from Glyndŵr University.

An equivalent FdA in a subject closely aligned to Childhood Studies or Early Years Education gained from a UK University.

Or

A total of 240 HE credits (level 4/5) in a subject closely aligned to Childhood Studies or Early Years Education gained from either Glyndŵr University or another UK University.

International Students

Completion of a Glyndŵr University Foundation Degree in Childhood Studies or Early Years Education

Or

Completion of an equivalent level 4/5 qualification which must include an element of Research Skills (Full transcript required)

And

Minimum English Language Ability of IELTS 6.0

## 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

### Programme specific restrictions

RPL/RPEL is not available for this programme

## 19 Aims of the programme

This programme is aimed at practitioners working within the children's workforce, for example teaching assistants, childminders, afterschool club workers, play workers, who have responsibility for working with, or supervising others who work with, children in the 0-11 age range.

This programme is aimed at the whole of the UK and International market. Being delivered online it offers flexibility for students to gain a BA (Hons) alongside work and family commitments in either 1 year full-time or 2 years part-time. It is important to offer a part-time route to the sector as traditionally students in full-time employment

relate more favourably to the notion of 'part-time' and tend to feel more comfortable with an extended study time-frame.

This programme is intended to meet the Faculty/university strategic plan in the following areas:

- Ensuring that our student body is a cosmopolitan one where students from the region study alongside those from elsewhere in the UK, from Europe and the rest of the world. – Being an online programme there are few geographical limitations from where students can be recruited.
- Developing flexible and responsive modes of delivery that meet 21<sup>st</sup> century needs, growing part-time routes and online provision – This programme is flexible, part-time and online.
- Building on our strengths in widening participation and welcoming students from all backgrounds and of all ages to enjoy the benefits of higher education. – As a flexible programme, which doesn't require physical attendance it can attract non-traditional students who need to balance study alongside, work and family.
- Engaging actively with professional accrediting bodies to shape debate and feedback knowledge and expectations into our curricula. - the design and content of the modules benefit from the ongoing relationships the programme team has with the Care Council for Wales, Welsh Government and local childcare partnerships.

This programme aims to develop students in 3 key domains, childhood, welfare and education. To fully understand the position of the child and the nature of childhood in contemporary society, it is important to study the child within these crucial areas.

Students will be presented with an ecological understanding of childhood, welfare and education which means the child and his/her life is considered in relation to their family, culture, community and wider society. The programme aims to present multiple perspectives of the domains drawing from a range of significant disciplines, such as sociology, psychology and education. The student will be supported to understand and analyse the experiences that shape childhood, while developing an understanding of the complexity of children's lives.

## **20 Distinctive features of the programme**

### **A Comparative Perspective**

In recognition of the varied student population this programme takes a comparative perspective to devolved policy, legislation and guidance which encompasses consideration of UK wide practice. This enables a broader perspective than would normally be seen in programmes of this type and enables students to share experience, practice and understanding from a wider knowledge base.

## **Flexible Delivery**

This programme offers a flexible and interactive online learning experience using the University's virtual learning environment – Moodle. Students are able to study from the comfort of their own home at a time which suits them.

Moodle is available to students 24/7 and provides an uncomplicated platform through which to access all course materials and communicate with the programme team and with each other. The programme team is experienced at working online with students and understands the challenge of combining study with family and work commitments.

The programme team, although not available 24/7, will make themselves available out of normal working hours on request. Any non-urgent requests made at a weekend will be dealt with the following Monday.

The programme team recognises that face to face contact with students is important for some students to feel a sense of belonging to the University. Therefore all UK based students are invited to attend three, one day Saturday study days throughout the year where they will be engaged in workshops (linked to module content) and have a chance to meet other students and members of staff. These study days are non-compulsory. For students unable to attend in person content of the day will be made available by live stream or after the event using Moodle.

## **International Approach**

International students are welcome to join the BA (Hons) Childhood, Welfare and Education. International students joining the programme will bring their own policy context to be examined in light of underpinning theory and research and provide a valuable comparative stance and debate relating to the social, economic, cultural, and global context of contemporary childhood.

## **21 Programme structure narrative**

### **Programme structure**

The BA (Hons) Childhood, Welfare and Education is run full-time over 1 year and part-time over 2 years. With a total of 5 modules (120 credits).

Students of the full-time route will complete all modules (120 credits) in 1 academic year. Students on the part-time route will study 60 credits in year 1 and 60 credits in year 2.

The structure of the programme allows full-time and part-time students to study all modules together as one cohort. Only the year of study changes for part-time students.

### Indicative Timetable – Full Time

Week		
9	<b>Induction Week</b>	
10	<b>EDC627</b> –Session 1	<b>ECS604</b> –Session 1
11	Session 2	Session 2
12	Session 3	Session 3
13	Session 4	Session 4
14	Session 5	Session 5
15	Session 6	Session 6
16	Session 7	Session 7
17	Session 8	Session 8
18	<b>Assessment Point 1</b>	<b>ECS608</b> – Session 1
19	<b>EDC628</b> – Session 1	Session 2
20	Session 2	Session 3
21	<b>Winter Vacation</b>	
22	<b>Winter Vacation</b>	
23	Session 3	<b>Assessment Point 4</b>
24	Session 4	<b>Assessment Point 5</b>
25	Session 5	Session 4
26	Session 6	Session 5
27	Session 7	Session 6
28	Session 8	Session 7
29	<b>Assessment Point 2</b>	Session 8
30	<b>EDC(New)</b> – Session 1	Session 9
31	Session 2	Session 10
32	Session 3	Session 11
33	Session 4	Session 12
34	Session 5	Session 13
35	<b>Spring Break</b>	
36	<b>Spring Break</b>	
37	Session 6	Session 14
38	Session 7	Session 15
39	Session 8	Session 16
40	<b>Assessment Point 3</b>	Session 18
41		
42		<b>Assessment Point 6</b>

### Indicative Timetable – Part Time

Week	Year 1	Year 2
9	<b>Induction Week</b>	<b>Induction Week</b>
10	EDC627 –Session 1	ECS604 –Session 1
11	Session 2	Session 2
12	Session 3	Session 3
13	Session 4	Session 4
14	Session 5	Session 5
15	Session 6	Session 6
16	Session 7	Session 7
17	Session 8	Session 8
18	<b>Assessment Point 1</b>	ECS608 – Session 1
19	EDC628 – Session 1	Session 2
20	Session 2	Session 3
21	<b>Winter Vacation</b>	<b>Winter Vacation</b>
22		
23	Session 3	<b>Assessment Point 4</b>
24	Session 4	<b>Assessment Point 5</b>
25	Session 5	Session 4
26	Session 6	Session 5
27	Session 7	Session 6
28	Session 8	Session 7
29	<b>Assessment Point 2</b>	Session 8
30	EDC(New) – Session 1	Session 9
31	Session 2	Session 10
32	Session 3	Session 11
33	Session 4	Session 12
34	Session 5	Session 13
35	<b>Spring Break</b>	<b>Spring Break</b>
36		
37	Session 6	Session 14
38	Session 7	Session 15
39	Session 8	Session 16
40	<b>Assessment Point 3</b>	Session 18
41		
42		<b>Assessment Point 6</b>

### Exit Award

If a student has achieved all elements of the academic year(s) and has achieved 60 credits at level 6 they will be eligible for an exit award of:

- BA (Ordinary) Childhood, Welfare and Education

Only students who have previously studied at Glyndŵr University are able to request an Ordinary Degree.

### Module duration

Each 20 credit module will run over a period of 8 weeks online. The expectation is that students will spend a minimum of 3 hours per week studying each module online, plus independent study time.

It is therefore expected that full-time students will study online for 6 hours per week plus independent study time and part-time will study for 3 hours per week plus independent study time.

### 21.4 Mode of delivery

This programme will be delivered online using Glyndŵr University's virtual learning environment – Moodle. This is an easy to use self-contained website which enables students to access the course materials, tutors and other students across their programme. We actively encourage communication and have a thriving community of students online who share their experiences of working with children (maintaining confidentiality) in a variety of roles. We use a wide range of tools for keeping in touch including, online conferencing, chat rooms (forums), e-mails, messaging and telephone/Skype.

All programmes are designed to offer flexibility to fit study around family and work commitments, however students work within a course structure to encourage motivation and completion. The materials for each session are covered over a set period to enable students to develop their own study patterns i.e. daytime, evenings, weekends. Each session will engage students through a variety of tools from reading to video, podcasts, screencasts and exploring the web. Students will also be engaged in discussion around the session topics using a variety of chat forums.

## 22 Programme structure diagram

Level 6				
Semester 1	Mod title	The Global Child	Mod title	Key Debates in Childhood Today
	Mod code/ 'New' Module	EDC627	Mod code/ 'New' Module	ECS604
	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core
	Mod leader	Liz Sheen	Mod leader	Liz Sheen

Semester 1/2	Mod title	Social Justice, Equality and Diversity	Mod title	Research Project
	Mod code/ 'New' Module	EDC628	Mod code/ 'New' Module	ECS608
	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core
	Mod leader	Kelly Smith	Mod leader	Liz Sheen

Semester 2	Mod title	Special Educational Needs and Disability	Mod title	
	Mod code/ 'New' Module	EDC633	Mod code/ 'New' Module	
	Credit value	20	Credit value	
	Core/Option	Core	Core/Option	
	Mod leader	Kelly Smith	Mod leader	

## 23 Intended learning outcomes of the programme

On completion of level 6 students will be able to:

Undergraduate		
Knowledge and understanding		
	Level 6	Level 6 Honours Degree
A1	Critically evaluate current childhood discourses and apply these as a lens through which to examine key debates.	Critically evaluate current childhood discourses and apply these as a lens through which to examine key debates.
A2	Critically examine the role of social justice, diversity and equality in relation to children and childhood in society.	Critically examine the role of social justice, diversity and equality in relation to children and childhood in society.
A3	Develop comparative analysis through critically exploring global perspectives of childhood.	Develop comparative analysis through critically exploring global perspectives of childhood.
A4	Critically explore the concept of SEND as it applies to education and society.	Critically explore the concept of SEND as it applies to education and society.
A5		Reflect critically on the application of research to childhood, welfare and education.

Intellectual skills		
	Level 6	Level 6 Honours Degree
B1	Critically consider the purpose of independent study and apply effectively to academic practice.	Critically consider the purpose of independent study and apply effectively to academic practice
B2	Engage in abstract conceptualisation and application.	Engage in abstract conceptualisation and application.
B3	Reflect analytically on and apply problem solving skills to a range of situations.	Reflect analytically on and apply problem solving skills to a range of situations.
B4		Demonstrate a comprehensive range of research skills and a critical understanding of research ethics.

<b>Subject skills</b>		
	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
C1	Reflect critically on the effectiveness and suitability of communication for a range of purposes.	Reflect critically on the effectiveness and suitability of communication for a range of purposes.
C2	Engage effectively in comparative analysis	Engage effectively in comparative analysis
C3	Critically reflect and analyse the application of childhood, education and welfare to practice.	Critically reflect and analyse the application of childhood, welfare and education to practice.
C4		Demonstrate a clear understanding of the appropriateness and applicability of research to the children's workforce.

<b>Practical, professional and employability skills</b>		
	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
D1	Demonstrate achievement of transferable graduate skills in communication, interpersonal relationships and written argument.	Demonstrate achievement of transferable graduate skills in communication, interpersonal relationships and written argument.
D2	Demonstrate an ability to be critical in the choice of research materials and in the methods used to convey key information to a variety of audiences.	Demonstrate an ability to be critical in the choice of research materials and in the methods used to convey key information to a variety of audiences.
D3	Critically apply professional attributes to demonstrate appropriate professional skills as an effective student and practitioner.	Critically apply professional attributes to demonstrate appropriate professional skills as an effective student and practitioner.
D4		

## 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 BA (Ordinary) Childhood, Welfare and Education, students will achieve the following learning outcomes: Level 6 - A1, A2, A3, A4, B1, B2, B3, C1, C2, C3, D1, D2, D3,

For successful completion of BA (Hons) Childhood, Welfare and Education, students will achieve the following learning outcomes: Level 6- A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3,

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</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/6	Key Debates in Childhood Today	Core	■	□	■	□		■	■	■	■	■	□	■	■	■	■	■	■	□
	Research Project	Core	□	□	□	□	■	■	■	■	■	■	□	■	■	■	■	■	■	□
	The Global Child	Core	■	□	■	□		■	■	■	□	□	■	■	□	■	□	■	■	□
	Social Justice, Equality and Diversity	Core	□	■	□	■		■	■	■	□	□	□	■	□	■	□	■	■	□
	Special Educational Needs and Disability	Core	□	■	□	■		■	■	■	□	■	□	■	□	■	□	■	■	□

## 25 Learning and teaching strategy

This programme takes a student centred approach to learning, designed to enable and maximise the abilities of students to work within the children's workforce. Working online students are seen as individuals with specific study needs. The team works to tailor their approach to the needs of the students and to meet individual requirements where possible. For example students who require a higher level of support may receive regular Skype meetings with a tutor or a student with visual difficulties may need more audio resources.

To work successfully online the course has adopted a pedagogy specific to engaging students at a distance. This involves an emphasis on engagement within both the course materials and online discussion. Throughout the programme the modules are structured to enable students to:

- Reflect on current knowledge/practice
- Develop new knowledge/understanding and consider application to practice
- Deepen understanding/knowledge through shared discussion
- Review understanding before moving to the next session

To enhance engagement students are encouraged to form a community of practice, whereby they are given opportunities to share experiences and offer mutual support using the Virtual Learning Environment as the conduit.

### **Online Learning**

Students will work with the online course materials through self-directed study at a time and pace which is convenient to them. A structure is incorporated into the course materials to guide students through the learning experience and to encourage students to study on a regular basis. Students are required to study within the course structure in a timely manner i.e. they will be expected to study the content of a session within an allocated time (normally 2 weeks), however when and how they study within this time is flexible and controlled by the student. Attendance online and engagement with the course materials are monitored by the programme team to ensure no student is left behind. Additional support and encouragement can be provided to students who need it to enable them to stay on track. Students are not able to access all course materials from the beginning of the programme. Students are provided with a timetable which details when modules are available and students must study each session before progressing to the next. Once a module session has been released it will remain available to students for the duration of their studies.

Online course materials are presented in a variety of formats to encourage ongoing engagement. Typically a session may consist of a video presentation, reading materials, online exercises i.e. a quiz, video clips, screencasts or podcasts. Students are directed towards and supported to access journal articles and e-books through the Resource Finder.

Alongside self-directed study, students are encouraged to engage with the programme team and with each other using a range of communication tools. This engagement will be both to support learning through the discussion of course materials using chat forums and to support the sharing of experiences and work-based learning through forming an online community of practice.

Students will also receive individual academic and pastoral support through communication tools such as e-mail, Moodle messaging and Skype.

## **26 Work based/placement learning statement**

There is no work requirement or placement opportunity provided on the BA (Hons) Childhood, Welfare and Education. However, it is a reasonable expectation that students will join the BA (Hons) from a foundation degree or other similar work-based qualification. Therefore, the link between study and professional practice is an established one. To this end all modules on the BA (Hons) Childhood, Welfare and Education will support students to make the link between theory and current or past practice and to draw upon their own personal and professional experiences.

## **27 Welsh medium provision**

The University is committed to expanding Welsh medium provision and there is opportunity for students to submit all assessment in Welsh.

Throughout the programmes reference is made to Welsh context, policy and legislation.

## **28 Assessment strategy**

The assessment tasks, set over the duration of the programme, are designed to develop and build upon a wide range of academic skills, whilst strongly reinforcing links between theory and practical application. The assessment methods chosen have been designed to reflect the changing role of the professional, their ongoing academic achievement, as well as embracing the need for evaluation and reflection throughout.

### **28.1 Criteria for Devising Assignments**

They will :

- be appropriate to undergraduate level six and are based on the Credit and Qualification Framework for Wales (2015) and the UK Quality Code for Higher Education (2014).
- provide realistic scope that allows the candidate to relate to the aims and outcomes of the module.

- clearly state the expectations of the assignment and the methodologies to be used.
- use valid and reliable techniques of assessment,
- not be focused too narrowly.
- allow the candidate to demonstrate his/her analytical and reflective skills,
- allow candidates to integrate theory with practice and draw upon their own direct, personal, and professional experience,
- encourage consideration of equality of opportunity and anti-discriminatory practice,
- maintain ethical standards of confidentiality,
- be appropriate and sensitive to the needs of the children's workforce

### Assessment Loading

At level 6 students are expected to make a transition to more independent learning and to manage assessments with more complexity and scope. To enable this the assessment word count will be 4000 words per 20 credits.

### Assessment Feedback

A clear feedback strategy is presented to students at the beginning of the programmes. This strategy is based on the understanding that written feedback and feed forward will be timely, appropriate and constructive, to enable students to develop personally, professionally and academically. Areas of strength and those for development will be identified against the intended module learning outcomes and 'closing the gap' comments offered to guide students in their learning and progress.

A generic assessment rubric and assignment submission sheet is used across level 6 and this is based on the development of key academic skills. This is used in addition to feedback/feedforward.

All student work and feedback will be submitted and returned electronically using Moodle.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
ECS604 Key Debates in Childhood Today	100% Coursework	4000 words	January (wk 23)
ECS608 Research Project	10% Research proposal 90% Research project	1000 words 7000 words	January (wk 24) May (wk 42)
EDC627 The Global Child	100% Comparative Report	4000 words	December (wk 18)
EDC628 Social Justice, Equality and Diversity	100% Essay	4000 words	February (wk 29)
EDC633 SEND	100% Essay	4000 words	April (wk 40)

## 29 Assessment regulations

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

### **Derogations**

N/A

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

N/A

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

Only the following rounded marks will be regarded as “borderline”:

38% Borderline Class III

48% Borderline Class II (ii)

58% Borderline Class II (i)

68% Borderline Class I

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt. (If failure has been compensated in accordance with Paragraph 10 above in respect of a Level 6 module, this module will not qualify as a pass at the first attempt and consequently, the borderline criteria will not be met);
- The mark achieved for the dissertation or other substantial module is within the higher classification.

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

N/A

## 30 Programme Management

### **Programme leader**

Liz Sheen

### **Module Leaders**

Liz Sheen

Kelly Smith

### **Link to Staff Profiles**

## 31 Quality Management

### **Programme Team Meetings**

The programme team hold Programme Board meetings in each semester the programme is run where various operational and strategic issues are discussed. This is also the forum for the discussion of end of module feedback, the Annual Monitoring Report (AMR) and External Examiner Report with the programme team.

## **Student Voice Forum (SVF)**

These meetings take place twice per year and are in line with Glyndŵr University policy. As students study online feedback is collected electronically using an anonymous Moodle feedback form. All students are provided with details on the purpose and process of the SVF.

### **Feedback from students**

Feedback is formally collected from students at the end of each module using an online Student Experience of Module (SEM) survey in Moodle. The results of the survey are downloaded, collated and discussed with tutors individually. General comments from the collated feedback would be shared with all tutors during the Programme Board.

Any pressing issues raised by students in the feedback would be addressed immediately through e-mail with the applicable cohort. Any non-urgent issues would be addressed as part of the SVF report.

Due to the online collaborative nature of the programmes students also have an ongoing means of providing informal feedback through various chat forums and tutor/student messaging. Students frequently communicate their thoughts about the course and the module content which enables the Programme Leader and Module Leaders to be proactive in supporting students as and when issues arise.

### **Content Review**

The content of the programmes are reviewed annually in line with the AMR process and student feedback. Any necessary changes are made in consultation with the external examiner using the AM1 or AM2 (minor and major modifications) process as presented in the University regulations.

### **External Examiner**

An External Examiner is appointed to the programmes and will see samples of assessment from across all levels. Feedback on work sampled in accordance with University regulations is fed back to the programme team for action/consideration and response, which subsequently informs the Annual Monitoring Review.

A copy of the External Examiners report and reply is made available to students on Moodle.

## 32 Research and scholarship activity

The programme team's research and scholarly activity underpins the overall teaching on the programme. Specific research and scholarly activity can be found on staff profiles on the Glyndwr website.

All team members hold a postgraduate qualification relevant to the subject area.

## 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
- 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
- Glyndŵr Students' Union

Students requiring additional study skills support can access the study skills team through telephone or by Skype. Online students have the same access to student support as available to those on campus.

### 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.

Academic and personal support, whether delivered in person or through the VLE, will be a central premise upon which the programme is built. The students will come from a wide range of personal and professional contexts, having reached different points in their professional careers in different institutions and systems, and having different personal circumstances. This calls for a flexible, adaptive and frequently personal approach to pastoral and welfare support by staff. The primary point of academic support for all students will be from the Module Tutor and pastoral support from the Programme Leader or other member of the staff team to whom they have formed a relationship.

The team do not impose a member of staff to provide pastoral care as student retention is best obtained by supporting a relationship between the student and member of staff

with whom they feel most comfortable online. This requires some flexibility on behalf of the programme team facilitated by the Programme Leader to ensure equity and fairness.

Students are encouraged to use the Module Tutor who will be marking their assignment as their first point of contact for academic guidance and support, since this is someone who will be familiar with their professional and academic context. Again, if appropriate, the Programme Leader will also be available. In those instances where, for whatever reason, a student has difficulties completing a module, we provide support as appropriate. Where the difficulty is not academically related and the nature of the issue lies outside the remit of the tutor or Programme Leader, we refer the individual to appropriate support groups, either inside or outside the University.

Students have different initial points of contact at different times during their studies. It is expected that the main methods of communication will be via Moodle using messaging and by e-mail and telephone/Skype. Each Module Tutor will be the student's initial contact point during the time they are studying that module. Once a student embarks upon the research project, the research supervisor will become that student's tutor for the remainder of the programme. The student may, at any time, approach the University's student support groups or the Programme Leader for guidance as and when appropriate.

For all students, there will be clearly defined paths of access to Module Tutors, Programme Leader, Academic Dean and staff within the Student and Programmes Centre. All students will receive a Student Handbook at the commencement of their studies.

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

At the beginning of their studies students will receive clear guidance on how to access electronic resources via the Resource Finder. Training is provided as part of the Digital Literacy course (see below) and screencasts are provided as part of induction week. The students are provided with a list of available e-books relevant to the subject area to which the University subscribes and can be accessed through Dawson Books.

Students are also guided to access the most suitable and relevant journals according to the level of their study.

Each module will have at least one essential text which can be accessed through Athens. The recommended reading list will also contain a number of e-books currently subscribed to by the University.

The Faculty of Social and Life Sciences continually strive to add to the e-book resources available to students.

Students may also request a Sconul card which will allow them access to University libraries close to where they live.

Students may make further use of library services by contacting the library staff by e-mail or telephone.

### **Digital Literacy (students who are new to online learning)**

Before starting an online course for the first time students are invited to a digital literacy course at Glyndŵr University (or online) to develop the skills needed to study successfully in an online environment. This is the first stage of building a community of practice and a support network amongst students and tutors so that they are able to concentrate on the course content rather than the additional pressure that working in a new technological environment can bring.

## **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 Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The online programme has been specifically devised based on the Universal Design for Learning principles (CAST, 2011).

- Provide multiple means of representation
- Provide multiple means of action and expression
- Provide multiple means of engagement

This means that, where possible, specific actions have been taken to allow the course materials to be accessed by a wide range of students regardless of need.

CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.