OFFICE USE ONLY	
Date of validation event:	09 May 2019
Date of approval by Academic Board:	09 July 2019
Approved Validation Period:	*5 years*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

PART TWO PROGRAMME SPECIFICATION

BA (Hons) Business Management and Information Technology

1 **Awarding body**

Glyndŵr University

2 **Programme delivered by**

Neath Port Talbot Group of Colleges

3 **Location of delivery**

Neath Port Talbot Group of Colleges, Breacon Campus

4 **Faculty/Department**

Faculty of Social and Life Sciences and Faculty of Arts, Science and Technology

5 **Exit awards available**

- BA (Hons) Business Management and Information Technology
- BA (Ordinary) Business Management and Information Technology
- Diploma of Higher Education in Business Management and Information Technology
- Certificate of Higher Education in Business Management and Information Technology

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

N/A

7 **Accreditation available**

N/A

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**

N900 (JACS)
100078 HECoS

10	**UCAS code**
	NG14
11	**Relevant QAA subject benchmark statement/s**
	Business and Management 2015 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-management-15.pdf?sfvrsn=c7e1f781_10
	Computing 2016 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-computing-16.pdf?sfvrsn=26e1f781_12
12	**Other external and internal reference points used to inform the programme outcomes**
	N/A
13	**Mode of study**
	Full 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.*
	3 years
15	**Maximum length of study**
	5 years
16	**Language of study**
	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/UCAStariffchange2017/

Foundation Year/FdA/FdSc	48 Tariff points and /or relevant experience
3 year Bachelor	112 Tariff points
Integrated Masters	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

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

N/A

Non-standard entry criteria and programme specific requirements

Applicants, who do not meet the entry criteria above, will be assessed on an individual basis by interview, subject to approval by Glyndwr University

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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

N/A

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Aims of the programme

BA (Hons) in Business Management & IT

This programme aims to prepare students for the challenges of the modern employment market and to strengthen and develop their broader personal and professional skills. Modules in this programme are designed with emphasis on international, contemporary and practical business and IT issues in order to ensure graduates are ready for the job market. The programme provides opportunities for students to benefit from learning in the workplace and through real life case study scenarios to develop the skills and knowledge demanded by employers in the sector. These general aims are underpinned by a learning strategy that seeks to offer students self-determination in terms of learning and personal development. During the course students will gain a broad insight into the world of business and IT from academics and industry professionals with a wealth of experience in organisations and business. They will inspire the student's commercial acumen and IT skills as they develop the knowledge and abilities necessary to be successful professional in the modern business world. As well as developing their personal and professional skills, students

will acquire the knowledge and abilities not only to become an effective business & IT manager, but also the entrepreneurialism to develop their own business. In the first year students will take a number of introductory topics in marketing, the business environment, data and web design. As student's progress onto years two and three they will gain an understanding of leadership, business law, responsible computing, future technologies, IT project management and strategy. A work placement is embedded in the second year to give all our students practical work experience, whilst a dissertation is taken in the final year to develop their research skills.
The following are the specific aims of the programme:

Aim 1: To equip students wishing to enter the business world with a broad, integrated understanding of key aspects of business and IT and the changing environment in which businesses operate.

Aim 2: To provide students with the most up to date business and IT knowledge and skills that will enable the professional development of future business leaders.

Aim 3: To provide students with a stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent thinkers and influencers.

Aim 4: To provide high quality education in theoretical and practical knowledge and skills in various aspects of business and IT for those who wish to pursue or further advance their careers in business and IT.

20	**Distinctive features of the programme**

1. Leading-edge Content for Future Professionals
The world of business and IT is ever-changing and our curriculum has changed to reflect latest thinking to reflect the demands and requirements of blue chip organizations seeking to recruit professionals. As such the programme combines key subject areas such as Business Environment, Managing Data, Financial Technologies, Web Design and Development and Law with an innovative and entrepreneurial strand to produce market-led differentiation throughout the programme.

2. Focus on Real Life Business Experience
If we are to lay claim to providing future employers with recruits that are "workplace-ready" then we need to build a level of real-life experience into their schedule. We have achieved this in two ways. Firstly, work placements or work based project are embedded into all programmes at level 5 that achieve certain standards of performance and attitude. The rationale behind this development is informed by the 2016 Employer Perspectives Survey carried out by the Commission for Employment and Skills (UKCES) on behalf of the Department of Education which found that 65% of all employers surveyed believed relevant work experience is more valued than qualifications when firms are looking to recruit new staff – this is greater than any of the other factor when assessing potential new recruits: close to two-thirds (65%) rated relevant work experience either critical (24%) or significant (41%). By embedding work experience at level 5 the NWBS shall enable those students who lack those relevant skills to improve their potentially employability upon graduation.
Secondly, we have endeavoured to build project work into a number of our modules throughout the programme.

3. Embracing Modern Assessment Methods

In the professional workplace, individuals are expected to communicate in a variety of ways. This can include writing management reports, delivering visual presentations and having in depth one-to-one meetings. As part of our commitment to preparing our graduates for the professional workplace, we recognise the need to provide a variety of assessment methods that retain academic rigour, but also offer students opportunities to develop themselves in a variety of ways. Consequently students will be assessed by methods such as traditional exam, oral exam, case study evaluation, presentation and management report writing.

| 21 | **Programme structure narrative** |

Structure

Full-time (Three years)

The programme starts in September of each academic year and can be studied on a full-time two trimester per year basis over three years. The normal periods for teaching are from Sept – Dec and from Jan – May in each academic session. The full-time programme is normally arranged to be delivered on a three day per week basis.

Composition of Awards

For the BA (Hons) Business Management & IT degree, the following applies:

1. The Certificate of Higher Education in Business Management & IT is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.

2. The Diploma of Higher Education in Business Management & IT is an exit award available for a student who has completed 240 credits of which 120 credits were studied at level 5 or above and who is unable or chooses not to continue on the programme.

3. The BA Business Management & IT is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and 60 credits at level 6. The level 6 credits can be taken from any of the available modules.

4. The BA (Hons) Business Management & IT is awarded to a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

| 22 | **Programme structure diagram** |

	Level 4					
Semester 1	Mod title	Business Environment	Mod title	Managing Data	Mod title	Information and Systems Engineering
	Module code	BUS459	Module code	COM438	Module code	COM437

	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader		Mod leader		Mod leader	

Semester 2	Mod title	Business Finance and Technology	Mod title	Marketing Essentials	Mod title	Web Design and Development
	Module code	BUS457	Module code	BUS460	Module code	COM440
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader		Mod leader		Mod leader	

Level 5						
Semester 1	Mod title	Engaging and Leading People	Mod title	Database and Web Based Information Systems	Mod title	Work Placement OR Work Based Project
	Module code	BUS545	Module code	COM540	Module code	BUS585 OR BUS584
	Credit value	20	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Option
	Mod leader		Mod leader		Mod leader	

Semester 2	Mod title	Responsible Computing	Mod title	Business Law	Mod title	Cont. Work Placement OR Work Based Project
	Module code	COM545	Module code	BUS589	Module code	BUS585 OR BUS584
	Credit value	20	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Option
	Mod leader		Mod leader		Mod leader	

		Level 6					
Semester 1	Mod title	Strategic Thinking	Mod title	IT Project Management	Mod title	Dissertation
	Module code	BUS649	Module code	COM644	Module code	BUS635
	Credit value	20	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader		Mod leader		Mod leader	

Semester 2	Mod title	Strategic Marketing	Mod title	Future Technologies	Mod title	Cont. Dissertation
	Module code	BUS651	Module code	COM643	Module code	BUS635
	Credit value	20	Credit value	20	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader		Mod leader		Mod leader	

Intended learning outcomes of the programme

	Knowledge and understanding			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	On completion of level 4 students will be able to develop a thorough understanding of how businesses operate and the components of a successful marketing strategy.	On completion of level 5 students will be able to develop a wider understanding of leadership skills in the workplace and ways in which employee performance could be enhanced.	On completion of level 6 students will be able to critically evaluate a range of current and future technical and social issues in computing and technology.	On completion of level 6 students will be able to undertake an independent research project which develops a depth of understanding in a particular research field.
A2	On completion of level 4 students will obtain a general overview and understanding of how information systems function and to be able to describe and use structures, procedures, protocols of Web Technologies.	On completion of level 5 students will be able to develop aptitude in developing and applying database and web based information systems	On completion of level 6 students will be able to develop a critical and theoretically informed approach to Project Management.	
A3	On completion of level 4 students will be able to appreciate the various models of communication and how to use different techniques for different situations.	On completion of level 5 students will be able to explain and apply the main concepts, ethical principles and legal regulations of the business & IT environment in the U.K.	On completion of level 6 students will develop a critical awareness of the strategic environment within which organizations operate.	
A4	On completion of level 4 students will be able to appreciate the various principles, theories, concepts and techniques of data and finance by which a business organization can improve operationally	On completion of level 5 students will be able to demonstrate understanding of a work based environment to make informed decisions and recommendations in a variety of business scenarios.	On completion of level 6 students will be able to critically demonstrate an awareness and appreciation of the complexities of running a strategic marketing campaign.	

	Intellectual skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	On completion of level 4 students will be able to develop strong reasoning and analytical skills to support business performance.	On completion of level 5 students will be able to apply knowledge of business theory to real life scenarios and case studies.	On completion of level 6 students will be able to develop an ability to think on a level above technical or tactical details and yet still make insightful inferences.	On completion of level 6 students will be able to synthesise key sources of information and present it in a meaningful and constructive format.
B2	On completion of level 4 students will be able to apply problem solving techniques using appropriate tools to identify, formulate and solve problems as well as create, identify and evaluate options.	On completion of level 5 students will be able to apply critical thinking to scenarios to provide a reliable argument that is substantiated by evidence.	On completion of level 6 students will be able to accurately identify the nature and characteristics of a problem within a business or IT domain.	On completion of level 6 students will be able to critically assess theories and real life business & IT scenarios and formulate plausible and defensible conclusions.
B3	On completion of level 4 students will be able to demonstrate numeracy and quantitative aptitude that can be applied to assist business & IT situations.	On completion of level 5 students will be able to demonstrate an ability to absorb complex information and demonstrate ability to explain complex concepts	On completion of level 6 students will be able to critically apply theories and real life business scenarios and formulate plausible and defensible conclusions.	On completion of level 6 students will be able to apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business/IT problems as well as create, identify and evaluate options.
B4	On completion of level 4 students will be able to undertake basic research and be able to capture, analyse and disseminate the outputs of the research in a form which can be understood by the intended audience.	On completion of level 5 students will be able to develop skills in logical reasoning and perception for decision-making and performance measurement.	On completion of level 6 students will be able to apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business & IT problems as well as create, identify and evaluate options.	

	Subject skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	On completion of level 4 students will be able to write and communicate their ideas in a fluid and confident style.	On completion of level 5 students will be able to collect and gather information from a wide variety of sources.	On completion of level 6 students will be able to execute advanced interrogation of key literature sources across a breadth or learning resource platforms.	On completion of level 6 students will be able to undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business or IT area.
C2	On completion of level 4 students will be able to demonstrate evidence in making rational arguments in the context of business and IT.	On completion of level 5 students will be able to explain and communicate complex concepts with confidence.	On completion of level 6 students will be able to demonstrate an independence of thought which enables them to devise their own solutions and knowledge base.	
C3	On completion of level 4 students will have the ability to offer informed opinion on current issues pertaining to business and IT.	On completion of level 5 students will be able to analyse situations and come up with realistic alternative solutions based on quantitative evidence	On completion of level 6 students will be able to demonstrate and further enhance interpersonal skills of effective listening, negotiating and persuasion.	
C4	On completion of level 4 students will develop numeracy and IT skills.	On completion of level 5 students will be able to self-reflect on their own potential leadership style.	On completion of level 6 students will be able to apply a variety of rules to different situations and pay attention to detail whilst working under very tight time pressures.	

	Professional / Employability Skills and Abilities			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	On completion of level 4 students will be able to demonstrate competence in technical and business reporting.	On completion of level 5 students will be able to communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature.	On completion of level 6 students will be able to demonstrate effective leadership, team working and networking skills required for the workplace.	On completion of level 6 students will be able to showcase the value of research in enhancing current thinking.
D2	On completion of level 4 students will have increased awareness of career development opportunities in the field of business & IT and demonstrate effective self-management and the ability to continue learning.	On completion of level 5 students will be able to develop interpersonal skills that would be appropriate for a workplace environment.	On completion of level 6 students will be able to apply a variety of problem solving skills and creativity in workplace scenarios.	
D3	On completion of level 4 students will be able to discuss the importance of data and business theories in a global business and web based environment.	On completion of level 5 students will be able to demonstrate self-awareness and sensitivity to diversity in people and different situations.	On completion of level 6 students will be able to seek and make effective use of feedback in addition to critical self-awareness.	

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 final BA (Hons) award, students will achieve the following learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
Level 4	Business Environment	Core	■	□	■	□	■	□	□	■	■	■	■	□	■	■	■
	Managing Data	Core	□	■	■	■	■	■	■	■	■	■	■	■	■	□	■
	Information and Systems Engineering	Core	□	■	■	□	□	■	■	■	■	■	■	■	■	□	■
	Business Finance and Technology Management	Core	□	□	■	■	■	■	■	■	■	■	■	■	■	□	■
	Marketing Essentials	Core	■	□	■	□	■	□	□	■	■	■	■	□	■	■	■
	Web Design and Development	Core	□	■	■	□	■	■	□	■	■	■	■	■	■	■	■
Level 5	Engaging and Leading People	Core	■	□	□	■	■	■	■	■	■	■	□	■	■	■	■
	Database and Web Based Information Systems	Core	□	■	□	□	□	□	■	■	■	■	■	□	■	□	□
	Work Placement	Option	■	□	□	■	■	■	■	□	□	□	■	■	■	■	■
	Work Based Project 2	Option	■	□	□	■	■	■	■	□	□	□	■	■	■	■	■
	Responsible Computing	Core	□	□	■	■	□	■	■	■	■	■	■	□	■	■	□
	Business Law	Core	□	□	■	■	■	■	■	■	■	■	□	□	■	■	■
Level 6	Strategic Thinking	Core	□	□	■	□	■	■	■	■	■	■	□	□	□	□	■
	IT Project Management	Core	■	■	□	□	■	■	■	■	■	■	■	■	□	■	■
	Strategic Marketing	Core	□	□	□	■	■	■	■	■	■	■	□	□	□	□	■
	Future Technologies	Core	■	□	□	□	■	■	■	■	■	■	□	□	□	□	■
	Dissertation	Core	□	■	□	□	■	■	■	■	■	■	■	■	■	■	■

For successful completion of final BA (Ordinary) award, students will achieve the following learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
Level 4	Business Environment	Core	■	□	■	□	■	□	□	■	■	■	■	□	■	■	■
	Managing Data	Core	□	■	■	■	■	■	■	■	■	■	■	■	■	□	■
	Information and Systems Engineering	Core	□	■	■	□	□	■	■	■	■	■	■	■	■	□	■
	Business Finance and Technology Management	Core	□	□	■	■	■	■	■	■	■	■	■	■	■	□	■
	Marketing Essentials	Core	■	□	■	□	■	□	□	■	■	■	■	□	■	■	■
	Web Design and Development	Core	□	■	■	□	■	■	□	■	■	■	■	■	■	■	■
Level 5	Engaging and Leading People	Core	■	□	□	■	■	■	■	■	■	■	□	■	■	■	■
	Database and Web Based Information Systems	Core	□	■	□	□	□	□	■	■	■	■	■	□	■	□	□
	Work Placement	Option	■	□	□	■	■	■	■	□	□	□	■	■	■	■	■
	Work Based Project 2	Option	■	□	□	■	■	■	■	□	□	□	■	■	■	■	■
	Responsible Computing	Core	□	□	■	■	□	■	■	■	■	■	■	□	■	■	□
	Business Law	Core	□	□	■	■	■	■	■	■	■	■	□	□	■	■	■
Level 6	Strategic Thinking	Core	□	□	■	□	■	■	■	■	■	■	□	□	□	□	■
	IT Project Management	Core	■	■	□	□	■	■	■	■	■	■	■	■	□	■	■
	Strategic Marketing	Core	□	□	□	■	■	■	■	■	■	■	□	□	□	□	■
	Future Technologies	Core	■	□	□	□	■	■	■	■	■	■	□	□	□	□	■

For successful completion of Dip HE exit award, students will achieve the following learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
Le	Business Environment	Core	■	□	■	□	■	□	□	■	■	■	■	□	■	■	■
	Managing Data	Core	□	■	■	■	■	■	■	■	■	■	■	■	■	□	■

Level 5

Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
Information and Systems Engineering	Core	□	■	■	□	□	■	■	■	■	■	■	■	■	□	■
Business Finance and Technology Management	Core	□	□	■	■	■	■	■	■	■	■	■	■	■	□	■
Marketing Essentials	Core	■	□	■	□	■	□	□	■	■	■	■	□	■	■	■
Web Design and Development	Core	□	■	■	□	■	■	□	■	■	■	■	■	■	■	■
Engaging and Leading People	Core	■	□	□	■	■	■	■	■	■	■	□	■	■	■	■
Database and Web Based Information Systems	Core	□	■	□	□	□	□	■	■	■	■	■	□	■	□	□
Work Placement	Option	■	□	□	■	■	■	■	□	□	□	■	■	■	■	■
Work Based Project 2	Option	■	□	□	■	■	■	■	□	□	□	■	■	■	■	■
Responsible Computing	Core	□	□	■	■	□	■	■	■	■	■	■	□	■	■	□
Business Law	Core	□	□	■	■	■	■	■	■	■	■	□	□	■	■	■

For successful completion of Cert HE exit award, students will achieve the following learning outcomes:

Level 4

Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
Business Environment	Core	■	□	■	□	■	□	□	■	■	■	■	□	■	■	■
Managing Data	Core	□	■	■	■	■	■	■	■	■	■	■	■	■	□	■
Information and Systems Engineering	Core	□	■	■	□	□	■	■	■	■	■	■	■	■	□	■
Business Finance and Technology Management	Core	□	□	■	■	■	■	■	■	■	■	■	■	■	□	■
Marketing Essentials	Core	■	□	■	□	■	□	□	■	■	■	■	□	■	■	■
Web Design and Development	Core	□	■	■	□	■	■	□	■	■	■	■	■	■	■	■

Learning and teaching strategy

In accordance with sound educational research and current best practice, the programmes will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and its assessment will reflect the spirit of Wrexham Glyndŵr University's Learning, Teaching and Assessment Strategy with particular emphasis on:

- The development of autonomous learners.
- Provision of learning opportunities that are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.

Whilst many of the learning and teaching strategies already exist, the over-arching Business School and Computing School strategies apply to this degree. It is recognised that the unique nature of this degree requires some additional strategies to be employed.

The over-arching strategies are as follows:

1. To provide our students with a breadth of content through our online learning platform – Moodle. This includes but it not limited to, video links, journal article recommendations, news stories etc.

2. Teaching typically comprises of a lecture, followed by a tutorial. The classroom tutorial sessions will be conducted either by the module leader or another lecturer with comparable skills and knowledge.

3. Deploy a variety of other learning and teaching methods including:

i. Guest lectures – these will typically be business or IT practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis. Both the Business School and the Computing School have extensive experience already of using these sessions. These activities will be extended into this programme. Such sessions will not replace planned tutorial time and students will be given advanced notice of the date and time to aid personal planning.

ii. Site / workplace visits - these involve taking the students to a variety of venues or organisations to enhance the applied learning aspect of their studies. These types of activities are typically funded either by the University or through accessing external funding.

iii. Participation in student competitions or attend student events. Lecturers will encourage students to engage in relevant events as and when they are available. The University is also sometimes given access to funding to send students on organised workshops or competitions.

iv. Engaging in practical activities to enhance their experience of real life scenarios. This could include, by way of example, an in-class mock cyber security breach for the module Responsible Computing.

v. Engaging in student societies. Students will be encouraged to set up a business and IT student society. This will provide an opportunity for students to professionally socialise not just amongst themselves but also with members of the academic cohort.

Electronic Learning Platform

The Moodle virtual learning environment (VLE) will be a key resource in terms of the learning process. Moodle will be used in the following ways:

1. As a resource centre for all of material from each module. This may include access to the video content of the module lectures and the links to the additional resources such as bibliography and relevant journal and online articles.

2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the module tutors. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the modules. All tutors are expected to regularly access the forum in order to respond to any material posted. Further the tutors are expected to regularly start debates on the forum to continue discussion and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.

3. As a repository for additional links and video material provided either by the module tutors or alternative sources. This includes webinars, online talks (e.g. TED sessions) and webcasts or podcasts available for download.

4. As an opportunity for tutors to keep students up to date with relevant information relating to their module. This will include observations from various dialogues, deadlines, and signposting to new material.

5. As a repository for all other content relating to the programme as a whole. This includes the student handbook and particularly once students reach dissertation stage, material relating to academic writing and research methods.

Recognition of Cohort Identity

The programmes in this validation document draws upon existing modules from a range of approved programmes from the Business and Computing schools to ensure efficiencies in delivery and facilitate an understanding of the interconnectedness of the differing roles and professions operating across the Business & IT environment. As a result the programme's curriculum will be delivered through a range of shared modules.

The learning and teaching strategy needs to reflect the different vocational contexts of the undergraduate students. As a result there is a need to ensure that:

(i) Teaching methods adopted for classroom and related activity are planned to ensure that tutors use examples drawn from all of the disciplines when explaining the application of theory to practice.

(ii) Group discussions, case study / problem solving activities relate to and reflect the differing aspects of practice represented within the classroom.

(iii) Guest lecturers used to deliver material relevant to shared modules need to be briefed by the module tutor to ensure that they are aware of the student profile and that the proposed presentation accommodates this context.

Work based/placement learning statement

In order to reflect the change in the profile of undergraduate students, a level 5 work placement module is incorporated into the Business Management & IT programme which runs over two semesters. This will negate some of the criticism which is directed at University programmes, at a global level, which queries the extent to which they prepare students effectively for a career through the extension of organisational knowledge, context and culture. The majority of students now either take part-time jobs as a means of contributing towards their living costs, or are already employed and retain the job for continuity in a volatile job market whilst they study. In many cases the student is the proposer for a work-placement and the module leader plays an active role in ensuring there is sufficient scope within the organization and role for the student to produce a piece of work that is comparable to the dissertation. However, the placement opportunities are not available to Tier 4 sponsored International students.

The work placement approach gives the student ready access to practitioner problems and takes on the identity of a research insider undertaking real work activities to assist in improving performance. However it is recognised that in some instances a work placement will not be practicable which is why as an alternative to a work placement students may take an alternative work based project.
Both modules (placement and project) require a formal proposal to establish the objectives and parameters of the project or report. This demonstrates equity in the initial stages of both modules. As expected at level 5, there is a degree of autonomy in the setting of objectives, however guidance would be provided by a member of the academic staff in conjunction with the work placement contact in the same way as organisations that are the subject of dissertation research are communicated with. This dual approach ensures the objectives are written using level 5 language and have sufficient stretch to meet the prevailing academic guidelines for this level of study. Adopting this early modular strategy may indicate specific issues that suggest a student is not able to take up a placement and allow sufficient time for transfer to the dissertation module with minimal delay.

Students will be asked to consider their preference for placement over report right from the commencement of their studies at level 4. This dialogue will take place via the personal tutor or programme leader. A personal recommendation from the personal tutor or programme leader will be required before a student can be considered for a work placement. Personal tutors or programme leaders will need to assess their aptitude and appetite for undertaking a role within an organisation. This includes reviewing their levels of attendance and punctuality in classes, notwithstanding any mitigating circumstances, their communication skills and contribution to team exercises as well as their capacity to commit to their studies and perform to the best of their abilities. High levels of academic performance are not a pre-requisite for consideration; however ability to complete assignments to deadline will be more relevant. All students will be made aware of this process from

their induction on joining the Business Management & IT programme. Personal tutors or programme leaders will be expected to consult with other module leaders to gain the necessary information to make a student recommendation. Without the recommendation from the personal tutor or programme leader then a student will not be able to progress onto the work placement. However students that do not receive a positive recommendation from the personal tutor or programme leader will have the right to appeal. This will require a meeting with the Academic Head who will make the final decision.

In addition, all students will benefit in general from modules that are designed to support students to further develop their career opportunities. The learning, teaching and assessment strategy reflect the challenges of working in the real world with a mixture of coursework, project work, site visit reports, simulations and presentations.

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

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
BUS459 Business Environment	Learning Logs/Journals (50%) Essay (50%)	1,500 words 1,500 words	Wk 7 Tri 1 Wk 11 Tri 1
COM438 Managing Data	Coursework (70%) In Class Test (30%)	N/A 1.5 hrs	Wk 7 Tri 1 Wk 11 Tri 1
COM437 Information and Systems Engineering	Portfolio (100%)	3,000 words	Wk 11 Tri 1
BUS457 Business Finance and Technology Management	Essay (50%) Case Study (50%)	1500 words 1500 words	Wk 7 Tri 2 Wk 11 Tri 2
BUS460 Marketing Essentials	Report (40%) Group Project (60%)	1500 words 1500 words	Wk 7 Tri 2 Wk 11 Tri 2
COM440 Web Design and Development	Presentation (40%) Coursework (60%)	15 mins N/A	Wk 7 Tri 2 Wk 11 Tri 2
BUS545 Engaging and Leading People	Group Project (70%) Reflective Account (30%)	3000 to 3500 words 1500 to 2000 words	Wk 7 Tri 1 Wk 11 Tri 1
COM540 Database and Web Based Information Systems	Coursework (50%) Coursework (50%)	N/A N/A	Wk 7 Tri 1 Wk 11 Tri 1
BUS585 Work Placement	Research Proposal (15%) Report (50%) Portfolio (35%)	1000 words 3000 words 2000 words	Wk 11 Tri 1 Wk 11 Tri 2 Wk 11 Tri 2
BUS584 Work Based Project	Research Proposal (30%)	2000 words	Wk 11 Tri 1

	Report (70%)	5000 words	Wk 11 Tri 2
COM545 Responsible Computing	Coursework (100%)	4000 words	Wk 11 Tri 2
BUS589 Business Law	Coursework (50%) Examination (50%)	2500 -3000 words 2 hours	Wk 7 Tri 2 Wk 11 Tri 2
BUS649 Strategic Thinking	Coursework (50%) Project (50%)	2000 words 2000 words	Wk 7 Tri 1 Wk 11 Tri 1
COM644 IT Project Management	Coursework (100%)	4000 words	Wk 11 Tri 1
BUS651 Strategic Marketing	Report (50%) Coursework (50%)	2000 words 2000 words	Wk 7 Tri 2 Wk 11 Tri 2
COM643 Future Technologies	Presentation (40%) Report (60%)	30 mins 3500 words	Wk 7 Tri 2 Wk 11 Tri 2
BUS635 Dissertation	Research proposal (20%) Project Report (80%)	1,500 words 7,500 words	Wk 11 Tri 1 Wk 11 Tri 2

29 Assessment regulations

The regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all the following criteria are met:
- (i) At least 50% of the credits at level 6 fall within the higher classification
- (ii) All level 6 modules must have been passed at the first attempt
- (iii) The mark achieved for the 40 credit Dissertation / Work Placement Report module is within the higher classification

Restrictions for trailing modules (for taught masters programmes only)

N/A

30 Programme Management

NPTC Programme leader

Rob Flower

NPTC Module Leaders

Mark Hughes
Linda Kelly

Level 4 Modules

Module code & title	Module Leader
BUS457 Business Finance and Technology	Rob Flower
BUS459 Business Environment	Mark Hughes
BUS460 Marketing Essentials	Mark Hughes
COM438 Managing Data	Linda Kelly
COM440 Web Design and Development	Linda Kelly
COM437 Information and Systems Engineering	Rob Flower

Level 5 Modules

Module code & title	Module Leader
BUS589 Business Law	Rob Flower
BUS545 Engaging and Leading People	Mark Hughes
BUS585 Work Placement or BUS584 Work Based Project – 40 Credit Module	Rob Flower
COM540 Databases and web based information Systems	Linda Kelly
COM545 Responsible Computing	Rob Flower

Level 6 Modules

Module code & title	Module Leader
BUS649 Strategic Thinking	Mark Hughes
BUS651 Strategic Marketing	Mark Hughes
COM643 Future Technologies	Rob Flower
COM644 IT Project Management	Rob Flower
BUS635 Dissertation	Rob Flower

University Academic Link

Neil Pritchard (Glyndŵr University Business)
John Worden (Glyndŵr University Computing)

31 **Quality Management**

Since the previous BMIT Degree validation there have been several changes in the management structure supporting higher education within NPTC. This re-organisation was completed in January 2019 with the introduction of Higher Education Leads (HE

Leads) who oversee different aspects of the academic provision. One of the HE leads, Rob Flower, is the HE Co-ordinator of the BMIT programme and is the academic link with Glyndŵr University. An additional Higher Education Administrator (HEA) was also appointed in January 2019 to support higher education across the group. The previous HEA was re-designated to be the Higher Education Systems and Support Administrator (HESSA). The new Assistant Principal for Higher Education (APHE) was appointed in October 2017 and has extensive experience of working in the University Sector. In 2018, a new post overseeing UCAS and widening access (UWAC) was created. The current management structure for NPTC and the HE provision is presented in the Figures 1 and 2.

Figure 1 Senior Management Structure
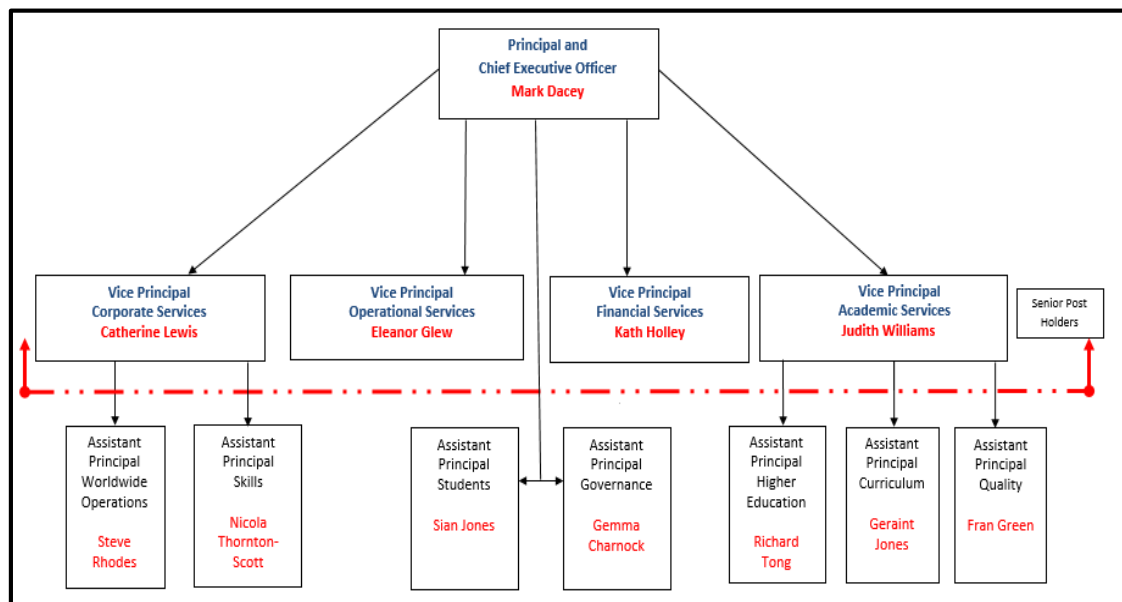
Figure 2 Higher Education Management Structure
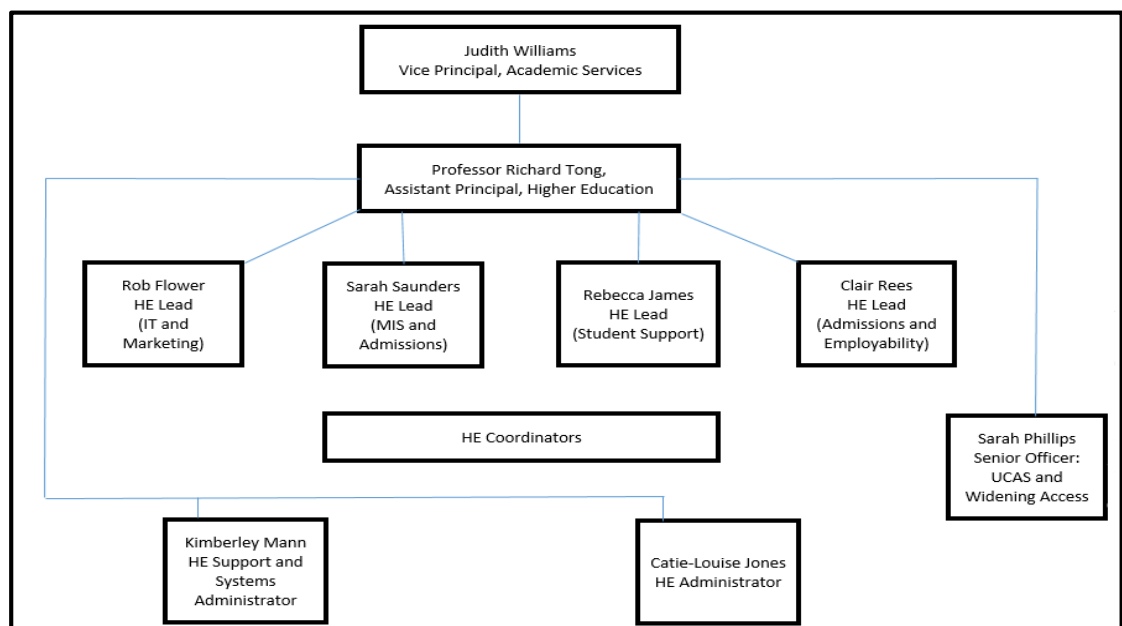
The Assistant Principal Higher Education has direct responsibility for the strategic management of Higher Education across the College and is line managed by the Vice-Principal: Academic Services (VPAS). The APHE ensures the HE strategic plan is aligned with cross college strategies and policies. The management of the Higher Education Strategy and the quality assurance of provision is undertaken by the Higher Education Quality and Enhancement Monitoring Group (HEQEMG) which comprises Heads of School (HOS) and Functional Managers in conjunction with the APHE and VPAS. Overall responsibility for the management and monitoring of HE standards and quality lies with the VPAS. The APHE works across academic schools with School Management teams and HECs to ensure the quality assurance of HE provision, the maintenance of academic standards and the enhancement of the student experience. The APHE is supported by HESSA, HEA, UWAC, HE Leads and HECs and through posts in Management Information Services (MIS), Finance, Marketing and Student Services.

The HEQEMG advises the Senior Management Team (SMT) on the maintenance of academic quality and standards in the HE provision and the enhancement of the quality of the student experience. Reports produced for the HEQEMG provide a robust self-evaluation of HE provision and issues are addressed in the Quality Development Plan and enhancement projects.

The HE Operational Working Group (HEOWG) is chaired by the APHE and maintains oversight and delivery of the operational functions in respect of the HE provision, including admissions, information, finance, IT systems and MIS. It advises the HEQEMG on the enhancements necessary to ensure operational systems are fit for purpose, accessible and trustworthy and serve to improve the quality of the student experience.

The HE Coordinator Working Group (HECWG) is chaired by the APHE and maintains oversight and effective delivery of the HE provision and advises the HEQEMG on the enhancements necessary to ensure that academic and operational systems are fit for purpose and serve to improve the quality of the student experience.

Specifically within the BMIT programme the modules are supplied jointly by the Business and Computing subject areas from Glyndŵr University.

Locally at NPTC, the BMIT has a course team led by an appointed NPTC HE Co-ordinator. They are responsible for

- Co-ordination of admission activities and recruitment
- Management of the curriculum
- Management of the timetable
- Student tracking and student records
- Quality assurance
- Annual Monitoring
- Collation of Marks
- Presentation of Marks at assessment boards

The HE co-ordinator at NPTC acts as the academic link with the academic link at Glyndŵr University. As this programme spans two Faculties, there are two programme leads at Glyndŵr University, one for Business and one for Computing.

The current personnel responsible are:

Rob Flower (NPTC HE Coordinator)
Neil Pritchard (Glyndŵr University Business)
John Worden (Glyndŵr University Computing)

Meetings between NPTC Group programme staff will take place for quality and curriculum monitoring purposes. Cross institutional meetings between NPTC Group and Glyndŵr University will be by video conference where appropriate. As a minimum these would take place at the beginning of the academic year, at the end of trimester/semester one and at the end of the academic year.

The NPTC HE co-ordinator attends meetings at NPTC which cover the following :

- Retention and Attendance
- Student Voice Forum
- Marketing
- Course Performance

Meetings take place on a termly basis. Actions and concerns are taken forward to the NPTC Higher Education Quality Enhancement Management Group (HEQEMG) and the Standards and Performance Management group.

All BMIT modules that are delivered at Brecon are allocated a NPTC module leader at NPTC who liaises with the Glyndŵr University Academic Link at Wrexham. The module leaders liaise regarding content and ensure resources are available on Moodle for the students.

It is the expectation that the module tutor at NPTC will take responsibility for the module and in the most part lead the classroom sessions. They will also deal with localised questions in relation to the module and liaise with the NPTC HE Co-ordinator and if required the Academic Link at Glyndŵr University.

NPTC will provide students with an opportunity to raise issues relating to their programme of study and overall student experience and hold Student Voice Forum meetings. NPTC will follow Glyndŵr University procedures for the election of student reps and SVF meetings.

Students will benefit from a personal tutor. This approach has already been adopted on the current provision at Brecon and is a success. The personal tutor will be required to meet with each student they are responsible for on one occasion in each trimester/semester. Tutors will provide designated slots and it will be the responsibility of the student to make an appointment within those slots. The role of the personal tutor will be to provide general academic support to the student and address any issues before they escalate to HE Co-ordinator level. The role of the personal tutor is not to solve personal problems that exist for the student, but instead to signpost them to relevant areas within the College/University as and when appropriate.

All marks for the NPTC programme will be presented and considered at the G Glyndŵr University assessment boards, as there are two Glyndŵr University faculties

represented in the programme, Business, has been appointed to oversee award progression, however the computing module marks will be considered initially at the Computing progression board.

It is the responsibility of the HE Co-ordinator at NPTC to agree the deadline for submissions of assessment marks. The HE Co-ordinator at NPTC submits the marks to the Glyndŵr University module boards at the agreed deadlines. All module boards are held at Glyndŵr University and the Programme Leader from NPTC is invited to attend.

The same Assessment Boards will be considering marks for both Wrexham and Brecon based students, drawing upon the current practice in place.

At module level there is devolved responsibility for the following:

The maintenance and development of teaching and learning materials for all students enrolled on the module. In most cases the module leader will also be the lecturer and therefore the creation of digital lecture material will be within their scope.
The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules

The setting, marking and collation of marks for all module assessments and examination papers, including re-sit assessments, and submission of student results to the Programme Leader

Tutorial support for students taking the module which they are responsible

Collaboration with the Academic Link
Quality monitoring, including student feedback; questionnaires and, student evaluation of module (SEMs) feedback

Liaison with part-time members of staff involved in module teaching in the event that sessional support is required for particular modules. This will only become relevant in the event that funding is not available to recruit sufficient full-time staff for all modules

The control of quality will conform to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review. The primary indicators of quality come through student feedback received, student evaluation of modules (SEMs), external examiners' reports, annual and periodic programme reviews and student surveys.

Methods for evaluating and enhancing the quality of learning opportunities:

Subject / Programme committees with student representation
NPTC programme and course reviews
Module evaluations by students
Students surveys, e.g. National Student Survey (NSS)
Annual quality monitoring and action planning through the AMR process
Peer review/observation of teaching
The moderation of assessed coursework
Student Representatives and Student Voice Forum
Module, Progression and Award Boards

External Examiners - External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Feedback mechanisms for the programme ensures that the voice of students is heard. The student representative system is highly developed at NPTC with course representatives elected from all courses onto the Student Association (all students from the HE provision are invited to participate), student representatives are also invited to receive training to ensure that they understand their role and how they can input into University and the College decision-making processes.

Mechanisms for gaining student feedback:

Student Representation on subject meetings at NPTC Group
Student Voice Forum
Module and Programme level student questionnaires
Student Evaluation of Modules (SEMs)
Course representatives are invited to be Members of the NPTC Student Association.

The Student Voice Forum meets 2 times each academic year at NPTC Group, the action minutes of which are formally recorded and placed on the course Moodle site. The action minutes will be sent to Glyndŵr University's Student and Programmes Centre and the Academic Link for central record.

In addition, the more informal "open door" policy of the NPTC campus allows communication to be swift, personal and allows remedial action to be taken if issues arise.

Within the NPTC group, it is a requirement for all programmes to have structured course reviews at various times during the academic year. These NPTC reviews fit well with the requirement from Glyndŵr University and additionally support the Glyndŵr University AMR process. It is expected, that if required, the NPTC HE coordinator will be invited to the Glyndŵr University AMR meeting.

The NPTC reviews take place -

- Before commencement of the academic year.
- At the end of each term in the FE calendar – (or trimester/semester for the HE programmes) and feed in to the quality and standards groups at NPTC.

- At the end of the academic year to feed into the Glyndŵr University AMR process.

The programme review meetings at NPTC will be Chaired by the HE Co-ordinator and attended by all academic staff who deliver on the programme. The agenda for the meetings are broadly divided into 3 sections, Firstly, a discussion on programme performance (attendance, assessments, retention and recruitment), secondly, resources, (room allocation, physical resources, such as books and software), thirdly, student wellbeing issues.

The NPTC programme team embrace the policy on teaching qualifications for Wrexham and partner institutions, all staff have PGCE'S as well as their own specialist Higher Education qualifications. The Programme Leader at NPTC and other

leading academic staff have taken advantage of studying for the HE Fellowship and are now Fellows of the HE Academy

Research and scholarship activity

All staff at NPTC are encouraged to take part in continuous professional development activities as well as attend conferences and seminars as required. More recently staff have attended upskilling in blended learning techniques, use of social media and other techniques for programme delivery. In subject specific activities the staff often take part and Lead workshops and research activities with local authorities and organisations such as the Brecon Beacons National Parks Authority in researching Small to Medium Enterprise activity in the Brecon Beacons area, these activities allow staff to draw upon up to date demographic and business activity in the South and Mid Wales regions allowing students studying on the BMIT programme access to the most up to date statistics and evidence in the Powys area.

Learning support

Institutional level support for students
Programme specific support for students

All modules will be delivered in classrooms equipped for Smart boards and computer rooms with the appropriate software. The learners will have a NPTC college log on access to the student intranet as well as a Glyndŵr University log on.

Moodle, book and online journal resources as identified on the module specification forms. This will be further supplemented with access to all Glyndŵr University resources via a log on to the course Moodle site which will be on Glyndŵr University's VLE. The electronic resources available are an important part of the programme. A number of electronic books and journals are available for students as well as the teaching material on Moodle. Assignments will be submitted electronically through Moodle, where appropriate and learners will be advised to submit their work through Turnitin, prior to hand in where appropriate. Turnitin in the NPTC group is currently being rolled out across all courses within the group and its use is being encouraged in both the FE and HE curriculum areas within the college.

NPTC provides a high quality library service to support the learning, teaching and research activities of all its students and staff. A range of services are provided both on campus and online, ensuring that all library users can access information, advice and support at a time and location that is most appropriate to their needs.

Libraries are located on each of the main sites: Afan, Brecon, Neath and Newtown. Each library provides core services including: enquiry services / helpdesk, lending and reference collections, drop-in and bookable IT facilities, online catalogue, free Wi-Fi, laptop loans (for onsite use) and a variety of group and quiet study spaces. Additional services include binding and laminating and a stationery shop. All libraries are open Monday to Friday; opening times vary between the campuses according to demand with the latest opening time being 6.30pm.

Across the sites, the libraries house collections amounting to over 30,000 print titles. All library collections are developed in collaboration with teaching staff to ensure that

resources are current and appropriate to the content of the curriculum. Students and staff are able to access a range of services online via the college VLE (Moodle). The electronic library provides access to over 3,000 e-books, several full text datasets, selected websites and the BoB video streaming service. It is library policy to purchase both print and electronic copies of all recommended reading (if available). FAM and WAYFless URLs are used for off campus access to electronic resources.

To promote college library collections and to assist students with research and resource discovery, library advisers collaborate with academic staff to create online reading lists and to embed links to appropriate online resources within Moodle courses. Staff have recently piloted the use of posters containing QR code links to relevant e-books. These are on display in teaching rooms and have proven popular with students. It is intended to roll out curriculum specific posters to more teaching rooms and HE common rooms by the end of this academic year.

All resources are listed in the library's online catalogue, Heritage Cirqa. New for 2018-19 is the 'MyCirqa' app for iOS and Android. The app allows students to search the catalogue and manage their library account from their mobile devices. Automatic alerts advise them about due dates, reservations, outstanding fines, etc.

Until recently, library expenditure for HE resources was included within the main library budget. In 2017-18 an additional allocation of funds was provided from the College's HE budget in order to provide resources for new HE programmes. In the current academic year, an additional £10,000 has been allocated to the library budget specifically for HE. This money has been ring fenced and is being used to improve the availability of recommended reading list materials by increasing the number of copies in stock, replacing lost items and updating to new editions.

Advice and assistance is provided in each library by a team of experienced advisers and support officers. Helpdesks are staffed during all opening hours and members of staff are able to assist students by carrying out reference enquiries, providing guidance on research issues and information sources and delivering IT support. Advisers offer an on the spot service and bookable one-to-one support sessions for those who need more in depth advice. An e-mail enquiry service is offered for online support.

Library advisers deliver workshops covering a range of information literacy topics. Workshops are designed to help students to improve their information searching techniques and to develop the skills needed to select and critically evaluate resources. Workshops are also provided to provide guidance on correct referencing standards and avoiding plagiarism. Workshops are voluntary but are arranged in conjunction with academic staff and are normally well attended. All HE students are offered the opportunity to attend.

NPTC Group of Colleges has continued to invest in the IT infrastructure and end user devices after a major £750,000 in 2014. Annually £250,000 has been spent on infrastructure, replacing legacy end user devices and supporting curriculum changes. Network switches and wifi access points in HE areas were updated in 2018.

A project to move to a single active directory following the merger of Coleg Powys and NPTC Group was completed in 2017. Office 365 was introduced for staff and students in 2016/17 providing staff and student access to the Office suite of applications, and others within the O365 suite. Staff email was moved to O365 and Teams introduced for staff. The staff intranet has been migrated to O365.

A Group wide wifi solution was completed in 2018. A wifi survey is in progress which will produce recommendations and feed into a review of the wifi provision. Eduroam will be introduced in 2019 to simplify the onboarding process for staff and students connecting to the Group wifi solution. Eduroam will also enable HE students to use the wifi at partner HE institutions. Mobile printing will be introduced as part of the new printing contract in 2019.

At present there is mixed PC economy of Windows 7 and Windows 10 devices across the Group. High spec PCs and Apple MACs are used in specialist areas. All PCs and laptops in HE areas meet a minimum specification of i5, 8GB RAM and a SSD hard drive. A project is underway to move to Windows 10 by January 2020; devices that cannot run Windows 10 will be replaced. Software that cannot run under Windows 10 will be reviewed and alternatives sort. Specific investments has been made for HE students in Creative, Visual & Performing Arts, Computing, Business and Health & Social Care

All resources are targeted towards course curriculum requirements. In addition to books we have newspapers, journals and cds, and dvds on each site again targeted to curriculum delivery. A wide selection of e-books is available. Currently Shibboleth is in the process of being installed and this will be available shortly. Study Skills Help Sheets are available on all sites. There is a range of fiction available on each main site and we encourage recommendations. Projectors and cd players can be booked. Recently upgraded video conference facilities are available on the 3 main sites and can be booked through the Learning Resource Service.

Careers Wales provision is available on each main site. The learners have the benefit of Learning Resource Officers, the Careers Officer and Counsellor for support if required and are encouraged to join in the enrichment activities available on the site.

The staffrooms are currently accommodated on the second floor in one part of the Brecon site so learners are able to access the necessary help, support and software they require easily.

NPTC have recently acquired the existing Tourist Information Centre in Brecon and this is currently being redeveloped into a student hub which will have state of the art facilities including an HE teaching room, together with classroom space for community classes and short courses.

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.

NPTC Group are 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 College and Glyndwr University's policy on equality and diversity, ensuring that everyone who has the potential to achieve in higher education is given

the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. Equality and diversity topics are a standing agenda item on the team meeting minutes.

The NPTC Equality and diversity statement is fully in line with Glyndŵr University policy and is as follows

"NPTC Group aims to ensure that all learners, staff and other users are treated with equity regardless of having, or being perceived as having, any of the protected characteristics namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation."