

PROGRAMME SPECIFICATION

1	Awarding body	Glyndŵr University
2	Teaching institution	Glyndŵr University
3	Award title	BSc (Hons) Financial Technology Management BSc Financial Technology Management Certificate and Diploma in Higher Education in Financial Technology Management (exit award only) Offered with Foundation Year - Yes
4	Final awards available	BSc (Hons), BSc Ordinary, DipHE, CertHE
5	Professional, Statutory or Regulatory Body (PSRB) accreditation	
	Please list any PSRBs associated with the proposal	N/A
	Accreditation available	N/A
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)	N/A
6	JACS3code	N/A
7	UCAScode	3yr – N1DM With Foundation Year – N1DF
8	Relevant QAA subject benchmark statement/s	Business and Management 2015 http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.WrixsUxFzcs
9	Other external and internal reference points used to inform the programme outcomes	QAA Framework for H.E. Qualification in England, Wales and N. Ireland QAA Guidelines for programme specifications QAA - UK Quality Code for Higher Education (Parts A, B and C) University Regulations
10	Mode of study	Full time
11	Language of study	English
		Office use only Approved 29.06.18 <i>Revised May 2019 – changes to learning outcomes and assessments on BUS585 Work Placement (new module code BUS593)</i> <i>Enter the date of any subsequent revisions</i>

12 Criteria for admission to the programme

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

Standard entry criteria

UK entry qualifications

Applicants for undergraduate bachelor degrees require 240+ UCAS tariff points

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

Entry requirements are in accordance with the University regulations.

The entry requirements for level 4 entry are:

- GCSE passes at Grade C in English or Welsh and Mathematics, or key/essential skills in communication and application of number at level 2

In addition, one of the following is required:

- A minimum of 112 (280 UCAS) points at A level or equivalent;
- Equivalent qualifications from an overseas country;
- Successful completion of the relevant Foundation year

The entry requirements for the foundation year are (Wrexham campus only):

- A minimum of 48 UCAS points (and/or relevant experience)

Non-standard entry criteria

(e.g. industry experience)

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, with an overall score of 6.0 and no component below 5.5 and reference must be made to UKVI approved SELT.
- International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 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 requirements

N/A

14 Aims of the programme

FinTech (Financial Technology) is a cross-disciplinary subject that combines Finance, Technology Management and Innovation Management. FinTech is an emerging topic in the business world. Global investment in FinTech companies were worth US\$24.7 billion in 2016, and it is estimated that increasing investment in the UK FinTech sector would help create an additional 100,000 jobs in UK by 2020.

Our FinTech UG programme aims to equip students with the ability to improve financial processes (including payments, financing and advisory processes etc.) by proposing effective technology solutions according to different business situations. Modules in this programme are designed with emphasis on international, contemporary and practical contexts in order to ensure graduates are ready for this emerging financial technology industry.

The programme provides opportunities for students to benefit from learning in the workplace and through real life case study scenarios so as to develop the skills and knowledge demanded by employers in the sector. As part of their degree studies our students will be encouraged to attend extra curriculum events, meet FinTech experts and have CMI experts provide guest lectures. These general aims are underpinned by a learning strategy that seeks to offer students self-determination in terms of learning and personal development. The following are the specific aims of the programme:

Aim 1: To nurture a new generation of Financial Technology professionals with relevant knowledge and self-confidence in today's fast-changing business environment.

Aim 2: To equip students with the ability to propose practical technology solutions for improving financial processes in a global and dynamic business environment.

Aim 3: To provide an active learning environment that fosters and sustains students' growth in professional competence, broader skills and values essential for financial technology professionals in the business world.

Aim 4: To provide our students with skills and self-confidence based on a knowledge and understanding of principles, theories, concepts and techniques in financial technology management, and their practical applications to business organisations so as to maximise their future employment prospects.

Aim 5: To present qualifying students with a level 5 Diploma/Certificate in Leadership & Management from the CMI (Wrexham graduates only)

15. Distinctive features of the programme

1. Leading-edge Content for Future Business Professionals

The world of business 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 business professionals. As such the programme combines key subject areas such as Business Environment, Economics, Big Data, Financial Technologies, Competitive Intelligence 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 projects are embedded into all programmes at level 5 that achieve certain standards of performance and attitude (Wrexham campus only). 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 North Wales Business School (NWBS) shall enable those students who lack those relevant skills to improve their potential employability upon graduation. A consultation has been held with many local companies to determine useful work based projects for the students. The Faculty of Social and Life Sciences has a dedicated work placement team who will facilitate these new opportunities into the proposed degrees. Glyndŵr University also has an Enterprise Zone which can also advise and facilitate work placements.

Secondly, we have endeavoured to build project work into a number of our modules throughout the programme to give our students business related transferable skills necessary for the modern business market.

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. Our assessments place emphasis upon learning that is student centred, inclusive, personalised, and contextualised within the real world. Assessment tasks will reflect the current QAA characteristics and the criteria will be contextualised to reflect the learning outcomes of the module, but will also take account HEA Framework for Transforming Assessment in Higher Education, and where practicable incorporate the ‘patchwork’ approach to assessment – this provides a cumulative set of formative assessment opportunities which can then be ‘stitched’ together to produce a fully-justified summative account;

with formative assessment thoroughly integrated within the learning and teaching process. Consequently, students will be assessed by methods such as traditional exam, oral exam, case study evaluation, presentation and management report writing.

4. Practical Experience Opportunities

As part of the student experience at the NWBS we provide direct, practical work experience for students including real event management through Eventbrite (Wrexham campus only). As part of their degree studies, students will be afforded the opportunity to attend extra curriculum events, meet business experts and have CMI practitioners provide guest lectures. Students on some programmes will, have the opportunity to participate in a student conference which involves taking part in radio sessions with Calon FM, inviting and interviewing guests. Whilst on the FinTech degree, which was designed to nurture entrepreneurship, students have the opportunity to establish a limited company during their studies. The lecturing team work with students to investigate Angel Investors and other similar funding packages to help with investments for their business ideas.

16 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 semester 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 BSc (Hons) Financial Technology Management degree, the following applies:

1. The Certificate of Higher Education in Financial Technology Management 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 Financial Technology Management 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 BSc Financial Technology Management 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 BSc (Hons) Financial Technology Management 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.

Transitional Arrangements

It is envisioned that level 4 of the new programmes will commence in September 2018. During transitional periods between new and old programmes, those students who are enrolled on the current programme will teach out on that programme and not transfer on to the new programme.

17 Programme structure diagram

Level Four						
Trimester 1	Mod title	Business Communication Skills	Mod title	Economics	Mod title	Business Environment
	Mod code	BUS454	Mod code	BUS430	Mod code	BUS459
	New/Exist	New	New/Exist	Existing	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Emma Taylor	Mod leader	Anna Sung	Mod leader	Karen Hynes
Trimester 2	Mod title	Data Analytics and Understanding 'Big Data'	Mod title	Business, Finance and Technology Management	Mod title	Marketing Essentials
	Mod code	BUS461	Mod code	BUS457	Mod code	BUS460
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Kelvin Leong	Mod leader	Anna Sung	Mod leader	Holly Dougan

Level Five							
Trimester 1	Mod title	Financial Technology and Innovation	Mod title	Advertising and Branding	HRM for Business	Mod title	Work Placement / Work Based Project
	Mod code	BUS581	Mod code	BUS580	BUS582	Mod code	BUS593/BUS 584
	New/Exist	New	New/Exist	New	New	New/Exist	New
	Credit value	20	Credit value	20	20	Credit value	40
	Core/Opt	Core	Core/Opt	Option	Option	Core/Opt	Option
	Mod leader	Kelvin Leong	Mod leader	Holly Dougan	Karen Hynes	Mod leader	Emma Taylor
Trimester 2	Mod title	Customer Service Excellence	Mod title	Taxation and Business Planning	Competitive Intelligence Research	Mod title	Work Placement / Work Based Project
	Mod code	BUS587	Mod code	BUS583	BUS560	Mod code	BUS593/BUS 584
	New/Exist	New	New/Exist	New	Existing	New/Exist	New
	Credit value	20	Credit value	20	20	Credit value	40
	Core/Opt	Core	Core/Opt	Option	Option	Core/Opt	Option
	Mod leader	Alexis Mason	Mod leader	Graham Jackson	Holly Dougan	Mod leader	Emma Taylor

Level Six						
Trimester 1	Mod title	Strategic Thinking	Mod title	Financial Technology and Business Success	Mod title	Dissertation
	Mod code	BUS649	Mod code	BUS646	Mod code	BUS635
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	40
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jan Green	Mod leader	Kelvin Leong	Mod leader	Neil Pritchard
Trimester 2	Mod title	Digital Marketing	Mod title	International HRM	Mod title	Dissertation
	Mod code	BUS648	Mod code	BUS650	Mod code	BUS635
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	40
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Owen Dale	Mod leader	Karen Hynes	Mod leader	Neil Pritchard

18 Intended learning outcomes of the programme

BSc (Hons) Financial Technology Management

Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Develop an understanding of finance functions in business and demonstrate a basic appreciation of accounting and financial management techniques.	Develop a wider understanding of leadership skills in the workplace and ways in which employee performance could be enhanced.	Critically evaluate and apply different principles, theories and techniques to support financial technology development and management.	Undertake an independent research project which develops a depth of understanding in a particular financial technology topic.
A2	Demonstrate an understanding of the importance of big data in the modern business environment and how enterprises could and should be taking advantage of it.	Develop aptitude in applying business techniques in planning, decision making, performance evaluation, and control scenarios.	A critical awareness of the strategic environment within which organizations operate.	
A3	An appreciation of the various models of communication and how to use different techniques for different situations.	Develop an in-depth understanding of technology management principles and techniques to improve business performance with financial focus.	Critically appraise the impact of environmental and external forces on organisations including ethical, social, economic and technological change issues.	
A4	An appreciation of the various principles, theories, concepts and techniques of economics and finance by which a business organization can improve operationally	Demonstrate a wide appreciation of the theory and techniques behind marketing and their influences upon society and the business environment.	Critically demonstrate an awareness and appreciation of the complexities of marketing strategy.	
A5	Understand the key business, finance and technology management skills and theories.			

Intellectual skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Cognitive skills of critical thinking analysis and analytical skills to support business idea generation.	Apply knowledge of business theory to real life scenarios and case studies.	Accurately identify the challenges and opportunities of technology in financial services industry.	Synthesise key sources of information and present it in a meaningful and constructive format.
B2	Apply problem solving techniques using appropriate tools to identify, formulate and solve accounting and financial problems as well as create, identify and evaluate options.	Apply critical thinking to scenarios to provide a reliable argument that is substantiated by evidence.	Develop an ability to think on a level above technical or tactical details and yet still make insightful inferences.	Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
B3	Demonstrate numeracy and quantitative aptitude that can be applied to assist business situations.	Demonstrate an ability to absorb complex information and demonstrate ability to explain complex concepts	Critically apply theories and real life business scenarios and formulate plausible and defensible conclusions.	Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
B4	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.	Develop skills in logical reasoning and perception for financial technology management.	Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.	

Subject skills				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Be able to write and communicate their ideas in a fluid and confidence style.	Collect, gather and analyse information from a wide variety of sources.	Execute advanced interrogation of key literature sources across a breadth or learning resource platforms.	Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined financial technology area.
C2	Demonstrate evidence in making rational arguments in business context.	Explain and communicate complex concepts with confidence.	Demonstrate an independence of thought which enables them to devise their own financial innovation solutions and knowledge base.	
C3	Ability to offer informed opinion on current business issues.	Analyse and suggest corresponding financial innovation solutions based on business situation.	Demonstrate and further enhance interpersonal skills of effective listening, negotiating and persuasion.	
C4	Develop numeracy and IT skills.	Self-reflect on their own potential leadership style.	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	Demonstrate competence in technical and business reporting	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.	Demonstrate effective leadership, team working and networking skills required for the workplace.	Showcase the value of research in enhancing current thinking.
D2	Increase awareness of career development opportunities in the field of business and demonstrate effective self-management and the ability to continue learning.	Develop interpersonal skills that would be appropriate for a workplace environment.	Apply a variety of problem solving skills and creativity in workplace scenarios.	
D3	Discuss the importance of data and business theories in a global business environment.	Demonstrate self-awareness and sensitivity to diversity in people and different situations.	Seek and make effective use of feedback in addition to critical self-awareness.	

19 Curriculum matrix

BSc (Hons) Financial Technology Management

	<i>Module Title</i>	<i>Core or option?</i>	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	
Level 4	Business Communication Skills	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Business Environment	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Economics	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Data Analytics & Understanding 'Big Data'	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Marketing Essentials	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Business, Finance and Technology Management	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Module Title</i>		A1	A2	A3	A4		B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	
Level 5	Advertising and Branding	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Customer Service Excellence	Option	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Competitive Intelligence Research	Option	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Engaging and Leading People	Option	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	HRM for Business	Option	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Financial Technology and Innovation	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Work Placement	Option	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Work Based Project	Option	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Module Title</i>		A1	A2	A3	A4		B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	
Level 6	Strategic Thinking	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Financial Technology and Business Success	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Digital Marketing	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	International Human Resource Management	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Dissertation	Core	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			

20 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 strategies apply to this degree. It is recognised that the unique nature of these degrees requires some additional strategies to be employed.

The over-arching Business School strategies are as follows:

1. To provide our students with a breadth of content through our online learning platform – Moodle. This includes, but is 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 practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis. The Business School has 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. In recent years we have invited students to participate in the popular IBM Business Challenge, with both of our teams succeeding in reaching the semi-finals. 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 employment tribunal to support learning on the Employment Law module.

- v. Business Breakfasts – these are designed to provide opportunities for students to meet with business professionals from local, national and international companies in an informal setting.
- vi. Engaging in student societies. The Business School Student society has been in existence for the last two academic years. This provides 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 programme is located within the NWBS suite of undergraduate programmes and draws upon existing modules from the range of approved programmes to ensure efficiencies in delivery and facilitate an understanding of the interconnectedness of the differing roles and professions operating across the business environment. As a result the programme's curriculum will be delivered through a range of shared modules plus the new programme specific modules.

The learning and teaching strategy needs to reflect the different vocational contexts of the undergraduate students in the NWBS. 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.

21 Work based/placement learning statement

Full-Time Programmes

In order to reflect the change in the profile of undergraduate students a level 5 work placement module is incorporated into the full-time programme routes running over two semesters (Wrexham campus only). This will negate some of the criticism which is directed at business schools, at a global level, which queries the extent to which they prepare students effectively for a business 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 the 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. A personal recommendation from the personal tutor will be required before a student can be considered for a work placement. Personal tutors

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 School. Personal tutors will be expected to consult with other programme and module leaders to gain the necessary information to make a student recommendation. Without the recommendation from the personal tutor 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 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.

22 Welsh medium provision

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

23 Assessment strategy

The approach to assessment has been guided by the QAA UK Quality Code for Higher Education (chapter B6: Assessment of students), the HEA Framework for Transforming Assessment in Higher Education (2016) and the University Assessment Guidelines.

The overall strategy for the programme is to ensure that assessment provides the opportunity for students to demonstrate achievement of the module learning outcomes, and the potential to demonstrate achievement at the threshold and exemplary levels. Assessments place emphasis upon learning that is student-centred, inclusive, personalised, and contextualised within the real world.

Assessment tasks will reflect the current QAA characteristics and the criteria will be contextualised to reflect the learning outcomes of the module, but will also take account of the HEA Framework for Transforming Assessment in Higher Education, and where practicable incorporate the 'patchwork' approach to assessment – this provides a cumulative set of formative assessment opportunities which can then be 'stitched' together to produce a fully-justified summative account, with formative assessment thoroughly integrated within the learning and teaching process.

The practical nature of the programme is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical

exercises and assignments. The coursework for a module typically carries a 50% weighting for the module assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes but is not limited to: exercises for private study or in practical/tutorial classes and team/individual projects and will be designed to increase students' employability skills. This process supports an array of flexible pedagogies such as constructivist theories, flipped classroom and other student-focused pedagogies. Due to its malleability and application, it is appropriate for students undertaking a variety of disciplinary studies or professional practice development at a variety of levels of the programmes.

Students will receive formative assessment, particularly during the practical and self-study elements of the programme to ensure that they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. Continuous formative feedback is supported by peer engagement, another area of focus in the HEA Framework for Transforming Assessment in Higher Education (2016).

In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

The programme will sit within the current undergraduate suite of programmes. This suite provides students with opportunities to evidence their learning in different ways and fits well with the university's wider focus on assessments that are embedded in employability; it is recognised that particular care needs to be taken to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification. Module assessments will be designed to be sufficiently varied in order to accommodate different learning styles – particularly the 'flipped' learning approach.

Emphasis will be placed upon students to undertake independent study activities, in particular when completing the dissertation/workplace modules. Further, each practical oriented module will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each module.

Feedback is provided continuously to students through informal contact with subject staff in the scheduled seminar/tutorial sessions for the module. Students will receive written feedback via Grademark on Turnitin on assessed work within the timescales laid down by the University. Such feedback will be provided on a standard form, which includes feedback on performance and identifies feedforward areas for improvement and development.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students. Students will be informed of the penalties which apply for non-submission. In addition, students will

be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

Assessment practices will include the use of Turnitin as a tool to support students to develop their academic writing style as well as a tool to detect plagiarism or collaboration. All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with the University's Regulatory Requirements. The following diagrams provide an overview of module assessments and indicative submission dates:

BSc (Hons) Financial Technology Management

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
BUS459 Business Environment	<ul style="list-style-type: none"> Learning logs/journals (50%) Essay (50%) 	<ul style="list-style-type: none"> 1500 words 1500 words 	<ul style="list-style-type: none"> Wk 7 Tri 1 Wk 11 Tri 1
BUS430 Economics	<ul style="list-style-type: none"> Case Study (50%) Essay (50%) 	<ul style="list-style-type: none"> 1500 words 1500 words 	<ul style="list-style-type: none"> Wk 7 Tri 1 Wk 11 Tri 1
BUS454 Business Communications Skills	<ul style="list-style-type: none"> Portfolio (50%) Presentation and Report (50%) 	<ul style="list-style-type: none"> 1500 words 1500 words & 10 - 15 min presentation 	<ul style="list-style-type: none"> Wk 7 Tri 1 Wk 11 Tri 1
BUS461 Data Analytics & Understanding 'Big Data'	<ul style="list-style-type: none"> Essay (50%) Portfolio (50%) 	<ul style="list-style-type: none"> 1500 words 1500 words 	<ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2
BUS460 Marketing Essentials	<ul style="list-style-type: none"> Report (40%) Portfolio (60%) 	<ul style="list-style-type: none"> 1500 words 1500 words & 10 – 15 min presentation 	<ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2
BUS457 Business, Finance and Technology Management	<ul style="list-style-type: none"> Essay (50%) Case Study (50%) 	<ul style="list-style-type: none"> 1500 words 1500 words 	<ul style="list-style-type: none"> Wk7 Tri 2 Wk 11 Tri2
BUS580 Advertising and Branding	<ul style="list-style-type: none"> Report (50%) Report (50%) 	<ul style="list-style-type: none"> 2000 words 2000 words 	<ul style="list-style-type: none"> Wk 7 Tri 1 Wk 11 Tri 1
BUS583 Taxation and Business Planning	<ul style="list-style-type: none"> Essay 50% Report 50% 	<ul style="list-style-type: none"> 2000 words 2000 words 	<ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2
BUS581 Financial Technology and Innovation	<ul style="list-style-type: none"> Report (100%) 	<ul style="list-style-type: none"> 3500 words 	<ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2
BUS587 Customer Service Excellence	<ul style="list-style-type: none"> Report (60%) Presentation (40%) 	<ul style="list-style-type: none"> 1500 words 10-15 min presentation 	<ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2
BUS582 HRM for Business	<ul style="list-style-type: none"> Case Study (100%) 	<ul style="list-style-type: none"> 4000 words 	<ul style="list-style-type: none"> Wk 11 Tri 1
BUS560 Competitive Intelligence Research	<ul style="list-style-type: none"> Report (100%) 	<ul style="list-style-type: none"> 4000 words 	<ul style="list-style-type: none"> Wk 11 Tri 2
BUS593 Work Placement	<ul style="list-style-type: none"> Group Presentation (20%) Assessment Centre (20%) Reflective Portfolio (60%) 	<ul style="list-style-type: none"> 10 minutes 15 minutes 3000 words 	<ul style="list-style-type: none"> Wk 11 Tri 1 Wk 11 Tri 2 Wk 11 Tri 2
BUS584 Work Based Project 2	<ul style="list-style-type: none"> Research Proposal (30%) Report (70%) 	<ul style="list-style-type: none"> 800 words 4000 words 	<ul style="list-style-type: none"> Wk 11 Tri 1 Wk 11 Tri 2
BUS649 Strategic Thinking	<ul style="list-style-type: none"> Coursework (50%) Project (50%) 	<ul style="list-style-type: none"> 2000 words 2000 words 	<ul style="list-style-type: none"> Wk 7 Tri 1 Wk 11 Tri 1
BUS646 Financial Technology and Business Success	<ul style="list-style-type: none"> Report (100%) 	<ul style="list-style-type: none"> 4000 words 	<ul style="list-style-type: none"> Wk 11 Tri 1
BUS650 International Human Resource	<ul style="list-style-type: none"> Personal Learning Log 50% Online or classroom based discussion forum 50% 	<ul style="list-style-type: none"> 2000 words 2000 words 	<ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2
BUS648 Digital Marketing	<ul style="list-style-type: none"> Report (100%) 	<ul style="list-style-type: none"> 5000 words 	<ul style="list-style-type: none"> Wk 11 Tri 2
BUS635 Dissertation	<ul style="list-style-type: none"> Research proposal (20%) Project Report (80%) 	<ul style="list-style-type: none"> 1,500 words 7,500 words 	<ul style="list-style-type: none"> Wk 11 Tri 1 Wk 11 Tri 2

24 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

25 Programme Management

Programme leader

BSc (Hons) Financial Technology Management – Neil Pritchard

Programme team

Dr Jan Green
Neil Pritchard
Dr. Alexis Mason
Holly Dougan
Emma Taylor
Sarah Evans
Karen Hynes
Prof. Graham Jackson

Quality management

The Programme Leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook. The programme leader will work closely with the Module Tutors, supporting Personal Tutors, guest speakers and administrative support personnel to provide the day-to-day general academic support to students. Particular responsibilities of the leader will include, but not be limited to:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data and presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.

The Programme Leader will report directly to the School Board on a termly basis providing an overview of the provision and a progress report.

Each module will be assigned to a named Module Leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, relevant professional bodies, External Examiners, employers and the programme's advisory group. Specific methods used for consulting students include the completion of module evaluation questionnaires, Student Voice Forum (SVFs) and end of year group feedback sessions. The outcomes of this report are scrutinised and agreed at programme level with subsequent monitoring and review being formalised through the School Board meetings and the University Learning and Teaching Committee.

Feedback will be provided to students in the following ways: Minutes and responses to SVF; External Examiner reports and any associated actions arising will be prescribed to students in the November SVF. An overview of the draft AMR and associated actions will be presented to the SVF in November; an update on achievement of AMR Action plans will be provided in the March SVF.

Regular Programme Team meetings will be held to monitor programme performance. Issues typically discussed include, recruitment and retention, student feedback, assessment calendars, approaches to learning and teaching, coordination of site visits and guest lecture plans. Peer observation as well as peer review of marking, assessment and feedback.

The NWBS will use its system of Personal Tutors to appoint a specific member of staff to act as a Personal Tutor for the students on the programme and they will ensure the welfare and development of each student allocated to them throughout their period of study.

The Programme Team have established an advisory group of employers during the formulation of the programme and it is intended that this group will be strengthened and maintained to advise the Programme Team on curriculum and employability matters, provide opportunities for field visits, guest lecturers and work placement opportunities. The Programme Advisory Group will be scheduled to meet at least twice in an academic session.

Research and scholarship activity

The Programme Team are committed to ensuring that their knowledge remains current and relevant to changing practice. Additionally they ensure that they reflect on and develop their teaching practice through engagement with teaching related CPD. As members of their respective professional bodies, the Programme Team are committed to undertaking a minimum level of CPD. Staff undertaking research related to the programme area seek publications for their work at relevant national and international research conferences and in appropriate refereed journals.

26 Learning support

Institutional level support for students

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

School support for students

All students will be provided with a Personal Tutor and will have opportunities to discuss their personal development planning

Programme specific support for students

The staff offices for the Programme Team are currently accommodated conveniently in one section of the University. This provides an easily identifiable area for students to access the necessary help and support they may require. Tutors will also be available through email and telephone within working hours, subject to availability, as well as the 'open door policy' where appropriate.

Every student on the degree programme will be assigned a Personal Tutor (PT) whose predominant task is academic support. PTs are allocated to students in

induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PTs at any time without question.

The Programme Team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. For academic questions or less pressing issues an appointment process is in place.

Where required, module tutorials on the programme will be delivered in classrooms with electronically equipped facilities, including Wi-Fi. The IT laboratories in the Edward Llwyd Centre (Wrexham campus) provide good quality teaching provision for Business students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

Students have access to campus facilities including the library, sports centre and student services.

Students are expected to submit their assignments through the text-matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

Additional support mechanisms include:

- An extensive induction programme introducing the student to the University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.
- Excellent library and internet support through the help desk.
- A Student Handbook providing information about the Programme structure, University regulations etc.
- Key Skills for Employability incorporated into all modules.

Written feedback provided for all assessments, normally within three weeks of the hand-in date.

27 Equality and Diversity

Wrexham Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in Higher Education is given the chance to do so.