

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	None
<b>What type of accreditation does this programme lead to?</b>	N/A
<b>Is accreditation in some way dependent on choices made by students?</b>	N/A
<b>Final award/s available</b> eg BSc/DipHe/CertHE	FdSc / Cert HE Library and Information Practice
<b>Award title</b>	FdSc / Cert HE Library and Information Practice
<b>JACS 2 code</b>	G500
<b>UCAS code</b> (to be completed by admissions)	
<b>Relevant QAA subject benchmark statement/s</b>	Librarianship and information management. Draft for consultation, June 2007
<b>Other external and internal reference points used to inform the programme outcomes</b>	<p>Sector Skills Councils (SSCs) and Higher Education (HE) providers.</p> <p>Foundation Degree level qualification described in the Framework for Higher Education Qualifications.</p> <p>CILIP (Chartered Institute of Library and Information Professionals). Body of Professional Knowledge. 2005.</p> <p>LIMES (Library Information Management Employability Skills) project, 2005–2007.</p> <p>National Occupational Standards (NOS) for Libraries Archives and Information Services and Records Management. 2008</p>
<b>Mode/s of study</b> (p/t, f/t, distance learning)	Part time via blended learning
<b>Language of study</b>	English

<b>Date at which the programme specification was written or revised</b>	Updated September 2012
<b>Criteria for admission to the programme</b>	
<p>The general requirement for the foundation degree is 140 UCAS points at A level or equivalent. In addition applicants must have five GCSE passes at grades A, B or C including Mathematics and English or Welsh 1st Language.</p> <p>Other learning and experience may be considered for entry to the programme. A student may be allowed entry if he or she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course.</p> <p><b>English Language Requirements</b></p> <p>In addition to the academic entry requirements, overseas students require a TOEFL score of 511-529 (paper) or 181-185 (computer), or an IELTS score of 5.5 (with no sub-part less than 5.0): this should have been achieved within the two years prior to application. Good English is essential for success on the programme.</p>	
<b>Aims of the programme</b>	
<p>The overall programme aims are to provide opportunities for all students:</p> <ul style="list-style-type: none"> <li>• To develop competencies to enhance a career in library and information related work that meet the requirements of a modern and progressive information service</li> <li>• To use a wide range of research and reference techniques and procedures</li> <li>• To develop logical, analytical and problem-solving skills within a library or information service</li> <li>• To enhance or develop the use of contemporary methods of electronic communication and information management</li> <li>• To use a wide range of printed and electronic information resources</li> <li>• To understand the major legal and ethical issues impacting on the information profession</li> <li>• To understand the range of requirements of different user and staff groups in library and information services and how to meet them</li> <li>• To ensure that students have the standard of knowledge and competence that will enable them to function well in an information provision team</li> <li>• To effectively develop communication and interpersonal skills with other library/information workers and clients</li> <li>• To equip students to progress to Honours degree, or other vocational and Professional qualifications.</li> </ul>	
<b>Distinctive features of the programme</b>	
<p>The programme has a strong practical component in modern librarianship and equips students with a variety of professionally relevant skills. Students will develop the in-depth knowledge of library and information services essential in a profession revitalised by the digital age, and high-level skills in the organisation, management and retrieval of information using modern tools. They will gain an understanding of the principles of information science and how these inform</p>	

the design, implementation and evaluation of library and information services gaining valuable skills in information technology, teamwork and communication. Students will also be encouraged to reflect on the role of the information professional against the wider context of the legal, ethical and social responsibilities that such work increasingly entails.

As well as delivery by programme team members, it is anticipated that eminent practitioner lecturers will also participate in the delivery and the use of innovative e-learning environment (Moodle) will complement face-to-face teaching, and allowing flexible learning.

Students benefit particularly from our location in North East Wales, which allows us to attract a range of visiting lecturers, including leaders in the discipline and profession. It also gives access to major libraries, information centres, archives and cultural institutions.

The concentration of face-to-face classes into four one week sessions per year, with the e-learning support, means that students are able to follow this course while living and working away from Wrexham. It is, however, essential that students are able to commit to appropriate face-to-face attendance, and to devote sufficient time to their studies.

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

The structure of the course, the levels and credit ratings and the awards that can be gained are detailed below. Personal Development Planning is an integral part of the learning process of each element of the course.

<b>Module Title</b>	<b>Level</b>	<b>Credit Value</b>
Information as a core product	4	30
Design and delivery of library and information services	4	30
Customer relationship management in library and information services	4	30
Information and knowledge management	4	30

<b>Module Title</b>	<b>Level</b>	<b>Credit Value</b>
Library 2.0	5	30
Multimedia information systems and Digital Libraries	5	30
Library Events Management and Training	5	30
Key management skills for the library and information professional	5	30

In supporting the overall mission of the university, the programme seeks to respond to the needs of students and employers, to prepare students to be fit for employment and to support information professionals in career development in a flexible way. The FdSc programme will be studied over two years part-time, on a block release basis. The course is divided into study units called modules, each of 30 credits. Students complete 120 credits at levels 4 and 5 (corresponding to years 1 and 2 of the programme). Each 30 credit module represents 300 hours of student learning and assessment.

<b>MODULES</b>	Year 1	Information as a core product	Design and delivery of library and information services	Customer relationship management in library and information services	Information and knowledge management
	Year 2	Library 2.0	Multimedia information systems and Digital Libraries	Library Events Management and Training	Key management skills for the library and information professional

### Delivery Schedule

It is proposed that the programme will be delivered through blended learning - that is a learning solution created through a mixture of face-to-face and online learning delivered through a mix of media, with face-to-face classes offered in four one week sessions per year

	<b>Level 4</b>	<b>Level 5</b>
<b>Session 1</b>	Information as a core product	Library 2.0
<b>Session 2</b>	Design and delivery of library and information services	Multimedia information systems and Digital Libraries
<b>Session 3</b>	Customer relationship management in library and information services	Library Events Management and Training
<b>Session 4</b>	Information and knowledge management	Key management skills for the library and information professional

### Final/exit awards

Should a student complete 120 credits at Level Four or above and subsequently find themselves unable to continue on the programme, they would be eligible for the exit award of Certificate of HE in Library and Information Practice.

To be awarded the FdSc Library and Information Practice, students must successfully complete all of the modules listed above, ie 120 Level Four and 120 Level Five credits.

### Intended learning outcomes of the programme

#### A. Knowledge and understanding

		<b>Level 4 Cert He</b>	<b>Level 5 FdSc</b>
<b>A1</b>	<b>Knowledge</b> (descriptions of facts; criteria; definitions; classifications; data organisations; principles; theories)	Demonstrates familiarity with the basic facts and principles of Library practice, with the concepts of information technology, business environment and communication skills as related to the library profession	Demonstrates a widening appreciation of the scope of the information professional, encompassing computer and communications technology; maps existing and new knowledge into a coherent and comprehensive picture; demonstrates knowledge of the basic issues involved in the management of libraries.

<b>A2</b>	<b>Understanding</b> (interpretation and demonstration of understanding of knowledge in the various categories listed above)	Demonstrates a working understanding of the principles and practices of librarianship; shows competence in basic IT and communication skills, and customer care.	Demonstrates a widening appreciation of the significance of central and peripheral areas of librarianship and explores its extent and boundaries through practical work, practical exercises and case studies.
<b>B. Intellectual skills</b>			
		<b>Level 4 Cert He</b>	<b>Level 5 FdSc</b>
<b>B1</b>	<b>Application</b> (use of knowledge and understanding in actual situations)	Carries out rote application of basic library principles and procedures to standard, simple situations, with considerable guidance provided by tutors.	Applies standard computing/networking principles and procedures to somewhat more demanding situations, still with some guidance provided.
<b>B2</b>	<b>Analysis</b> (breaking down complex situations into component parts)	Based on classifications presented by tutors, demonstrates some ability to analyse case study examples with the help of detailed guidance from tutors.	Demonstrates increasing ability to apply classifications and analyse relatively simple situations, still with some guidance provided.
<b>B3</b>	<b>Synthesis</b> (combining elements to form new, coherent systems)	Systematically relates a limited number of facts/ideas/elements in an imitative manner, with considerable guidance provided by tutors.	Demonstrates appreciation of need for the relating and collecting of a range of facts/ideas/elements in an argued case; produces new ideas in closely-defined situations, such as the customer care, with some guidance provided as appropriate
<b>B4</b>	<b>Evaluation</b> (forming value judgements based on clear criteria)	Starts to form own value judgements of processes and procedures, based on criteria provided, albeit very reliant on tutors' evaluative opinions.	Starts to develop own criteria and develops ability to form independent judgements, although still dependent on guidance from tutors.
<b>C. Subject specific skills</b>			
		<b>Level 4 Cert He</b>	<b>Level 5 FdSc</b>
<b>C1</b>	Students are required to develop technical skills.  This involves the students engaging in practical and project work throughout the course.  This work is actively integrated to ensure that students relate theory and analysis to the operation and maintenance of libraries.	On successful completion of this level, the student will be able to:  Demonstrates basic skills that underpin good practice in the field of library and information practice,  Demonstrates skills in IT (e.g. word processing, spreadsheets) and web techniques (e.g. web searching, blog page creation).  Use a range of information technology applications relevant to library practice.  Create catalogue records.  Demonstrate an awareness and understanding of customer relationship management.	Students will deepen their knowledge of library concepts and approaches as well as being introduced to knowledge and information management, theory. At this level, students will also be introduced to professional, legal and ethical issues relevant to the library sector, project management and specific aspects of information work; the management of specific kinds of materials such as rare books, manuscripts, resources for children and young people, or digital materials.  On successful completion of this level, the student will be able to:  Demonstrate the generic skills necessary to administrative responsibility; awareness of modern techniques of management for areas such as finance, human resources

		Describe the range of requirements of different user and staff groups in library and information services and how to meet them	<p>and quality control.</p> <p>Demonstrate how information stores and collections are built and managed; how materials are selected, deselected, processed and maintained; the administrative and technical processes involved in the management of information stores; user needs and perceptions; means of user education and the promotion of resources.</p> <p>Demonstrate the fundamental interpersonal, organisational and study skills needed for undergraduate study and for lifelong learning in a career as a professional information practitioner.</p>
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#### D. Practical, Professional and Employability skills

		Level 4 Cert He	Level 5 FdSc
D1	<b>Communication and Presentation Skills</b>	Communicate effectively in writing in a variety of formats including essays, reports and other documents, and orally in presentations, seminars and group discussions	Communicates in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work.
D2	<b>Numeracy</b>	Demonstrates basic numeracy and algebraic competence; ability to manipulate data related to simple calculations.	Demonstrates more advanced standard numerical/ mathematical skills as appropriate to librarianship.
D3	<b>IT Skills</b>	<p>Demonstrates basic 'load', 'use' and 'retrieve' IT skills, as appropriate to information and library practice.</p> <p>Demonstrates basic skill in using the Internet and information retrieval.</p> <p>Accesses data and information from University and World-Wide-Web resources.</p>	<p>Demonstrates more advanced 'use' and 'search' IT skills;</p> <p>Demonstrates competent use and application of word processing, the integration of text and image in specific contexts and produces technical reports and case studies.</p>
D4	<b>Learning Skills</b>	Studies in a systematic, directed way with the aid of appropriate tutor guidance.	Learns in an increasingly effective and purposeful way, with beginnings of development as an autonomous learner.
D5	<b>Interactive and Group Skills</b>	Interacts effectively with tutors and fellow students; participates in clearly defined group situations.	Demonstrates more advanced interactive and group skills, including effective participation in more demanding group tasks, including a group project.
D6	<b>Problem-Solving</b>	Applies basic tools/methods to simple, standard library information problems, with the help of detailed guidance from tutors.	Applies given tools/methods accurately and carefully to more demanding problems, still with some guidance.

**Curriculum Matrix** demonstrating how the overall programme aims are achieved and where skills are developed and assessed within individual modules

		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>													
<b>Module Title</b>		<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5</b>	<b>D6</b>	
L E V E L 4	<i>Information as a core product</i>	*	*	*	*	*	*	*	*		*	*		*	
	<i>Design and delivery of library and information services</i>	*	*	*	*	*	*	*	*		*	*	*	*	
	<i>Customer relationship management in library and information services</i>	*	*	*	*	*	*	*	*		*	*	*	*	
	<i>Information and knowledge management</i>	*	*	*	*	*	*	*	*	*	*	*		*	
<b>Module Title</b>		<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5</b>	<b>D6</b>	
L E V E L 5	<i>Library 2.0</i>	*	*	*	*	*	*	*	*	*	*	*		*	
	<i>Multimedia information systems and Digital Libraries</i>	*	*	*	*	*	*	*	*	*	*	*		*	
	<i>Library Events Management and Training</i>	*	*	*	*	*	*	*	*		*	*	*	*	
	<i>Key management skills for the library and information professional</i>	*	*	*	*	*	*	*	*		*	*	*	*	

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

The broad nature of the programme including common and specialist elements necessitates the use of a broad range of teaching techniques. Lectures are used as the main delivery mechanism, typically supplemented by supervised problem and lab classes, and group discussion. Some modules include group and small-scale project work, with student-led seminars and presentations. The University VLE and a range of other online tools are used to support teaching. The Department also operates a number of specialist computer labs, with teaching based around the lab facilities.

### **(i) Lecture**

This is usually a formal discourse for the purposes of dissemination of information, the demonstration of techniques and the discussion of supporting ideas and consequences. The lecture is supported by a full range of equipment including blackboard, whiteboard, OHP, video and computer projection facilities where appropriate. Although this type of presentation is suitable for a one-sided discourse ample opportunity exists for questions, interaction and discussion.

### **(ii) Seminar and Tutorials**

These activities encompass a wide range of activities, each suited to the particular module. On the one hand, some tutorials will consist of the staff supporting students engaged in problem solving. On the other hand a tutorial may involve group exercises where each group is encouraged to allocate responsibilities, allocate tasks, etc.

Generally, this type of teaching is used to support the lecture, clarify the material and experiment with the techniques and skills required.

### **(iii) Laboratory**

The nature of the computing elements of the course requires students to gain practical skills in the use of a personal computer. This activity takes place in one of the Department's four computer laboratories and consists of the student, supported by a staff member, practising skills in the use of computer applications and on-line researching.

### **(iv) Group Work**

On some modules, students are encouraged to work in groups to achieve set objectives. Assessment of these activities includes both group and individual elements. In this way, students learn to work as a team to achieve a common goal whilst at the same time individual contribution is recognised and evaluated.

### **(v) Blended Learning**

The programme utilises blended learning techniques. The attendance pattern consists of three elements:

- face to face contact with tutors over four weekly sessions spread through the year
- fortnightly set meetings involving group on line discussions with fellow students and tutor in Action Learning
- and extensive online support using the University's virtual learning environment.

The emphasis is on developing a learning community where students and staff learn together in an informal network in which mutual trust and respect prevails.

#### **(vi) Work Based Learning**

An essential feature of the foundation degree is that it is rooted in the workplace. Through the work-based learning activities students will be encouraged to see the workplace as a place to learn, practise and develop as a information professional.

For the purposes of this document, the definition of work-based learning shall be that in the QAA Code of Practice i.e

“Work-Based Learning is learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is usually achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, at its core, activities designed around the individual’s occupation. “

The programme is predicated on work based learning, integrated with employment activities and work-based assessment. Running throughout both years, all the modules will support students in developing portfolios to demonstrate the application of the learning outcomes of the modules in the workplace. Employers' input into the course team's assessment of portfolios will ensure that the knowledge, understanding and skills developed are relevant to employers' needs.

Additional learning and teaching support will be available in electronic forums where students can deepen their understanding through discussion with tutors and other students.

Key skills development is integrated throughout the programme and, given the distinctive work-based nature of the foundation degree, students will also develop a wide range of employability skills.

Professional skills will be developed within the students' reflective work-based practice and as part of an increased awareness and understanding of what constitutes good practice in working within a library.

#### **Welsh medium provision**

At present, the programme team does not have sufficient bilingual tutors or full-time academic staff who are able to assess through the medium of Welsh. Where a need for Welsh medium assessment has been identified and no appropriate Welsh speaking tutor/assessor is available, the written assessment will be translated into English. This translation will be conducted by University qualified translators.

Additionally the programme team would wish to develop the language skills of students taking this programme. The University already offers modules in Welsh as a second language at HE level to students studying degrees which involve working with the public e.g. social work, nursing, youth and community work. It is anticipated that the FdSc students whose first language is not Welsh, or who wish to improve their Welsh skills (either an improver or a new learner) would be offered these sessions as an extra module outside the programme. The University's investment in its Second Language Learning Centre ensures that this aspiration can be delivered from within existing arrangements.

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

Learning and assessment activity will be centred around resolving authentic problems found in the workplace. Authentic learning will typically focus on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies. Students on the programme will experience authentic learning activities that match the real-world tasks of professionals in practice as nearly as possible. Authentic activities will provide the opportunity for students to examine tasks from a variety of theoretical and practical perspectives, using a variety of resources, and require students to distinguish relevant from irrelevant information in the process. Authentic activities will enable learners to make choices and reflect on their learning, both individually and as a team. Success is not always achievable by an individual learner working alone and many of the activities will make collaboration integral to the task, which students will experience both within the programme and in the real world.

Students will receive formative assessment, particularly during the practical and self-study elements of the programme to ensure they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on the programme of study. 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. Formative assessment will be predominantly through: individual learning plans, project proposals, presentations and evidence of reflective practice e.g. learning journals which use the workplace and practice, to demonstrate achievement.

There will be emphasis placed upon students to undertake independent study and research activities, in particular when completing the work-based learning element of the course. This will be facilitated by a traditional summative assessment approach at the culmination of the work, however, there will be extensive use of formative feedback, reviews, and guidance from staff during this, and other, independent-study and research-based assessment undertaken by students.

In general, knowledge and skills will be assessed by means of short reports, presentations or portfolios and practical skills will be assessed by means of a reflective journal or case study.

Summative assessment will be mainly by way of portfolios including project reports, independent study reports and practical work.

### **Workplace Facilitators and Advisors**

It would be unreasonable to demand that all students on a programme are supported by a work-place mentor if it is beyond the abilities of some of the employers to provide these, or for the programme team to quality assure such provision. However the workplace can often provide personnel who can facilitate and advise students (both full- and part-time), and this can greatly enhance the student experience. Facilitators and advisors must be fully informed by module leader as to what is expected from them, from the workplace and from the students (see placement handbook).

In addition to academic tutor support, students will be guided by a work-place advisor. The advisor will:

- offer professional and organisation-related guidance and advice in respect of

work-based projects/investigations alongside associated development of skills and knowledge

- offer support to candidates and academic staff regarding work-related issues (e.g. ethical, commercial and confidentiality issues)
- liaise with module tutor on the progress of the student
- support the assessment process by providing feedback on learner achievement to tutors and where agreed, attend relevant assessment events e.g. oral presentations

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

University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

### **Programme Management**

There will be a designated Programme Leader for the Foundation degree programme who will be responsible for the day-to-day running of the programme, including the following:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data, 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

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,
- The publishing and updating of module timetables, which shall include a 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 resit assessments, and submission of student results to the Programme Leader
- Tutorial support for students taking the module which they are responsible
- Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules
- Liaison with part-time members of staff involved in module teaching

## **Programme Team**

Denise Oram– Programme Leader

Bindu Jose

Julie Mayers

John Poulton

Nicola Watkinson

Paul Jeorrett

## **Monitoring and Feedback**

The University has procedures in place for the regular review of its educational provision, including the annual review of both modules and programmes which draw on feedback from such sources as external examiners' reports, student evaluation, student achievement and progression data. In addition, programmes are reviewed every four years through a programme scrutiny quality review scheme that includes external input.

Feedback from students plays a critical part in informing the Department's strategic thinking. It also allows the Department to evaluate how its service provision is viewed by its most important group of stakeholders, its students.

Students can provide feedback in a number of ways:

*Staff-Student Consultative Committee* – SSCCs, chaired by a member of academic staff from outside the programme, will be held at least once per semester. The Chair will minute student feedback for action/response by the Programme Leader. Minutes of the SSCCs and the response from the Programme Leader will be posted on the programme pages of University VLE.

*Student Perception of Module (SPOMs)*– Module Leaders will distribute SPOMs at the end of each module. A summary of the analysis of the SPOMs, along with any other feedback (e.g. from the student suggestion box), will be passed to the Programme Leader for action/response.

## **Research and Scholarship underpinning the curriculum**

The Department believes that students learn best in a research oriented environment taught by people working at the forefront of their disciplines. The skills and expertise in the Department are augmented by the addition to the programme team of the Glyndŵr University User Services Manager, the Vice Chair North Wales Libraries Partnership Strategy Group and the Academic Liaison Co-ordinator who is Welsh representative on the national University College and Research Group.

Current research projects include current developments in mobile Learning in UK higher education, and to assess the use and viability of learning objects delivered via mobile technologies, information ethics, Internet filters, intellectual freedom, equitable access to information, information privacy, and intellectual property, digital libraries and multimedia information systems.

Links between research and teaching are constructed in a variety of ways across the programme, from the inclusion of subject-based research in the curriculum to the provision of opportunities for students to learn as researchers.

Drawing on Griffiths (2004) and Healey (2005), we can broadly define Research-informed Teaching in the Department as:

Students learning about others' research	Staff use their own research and that of others in the discipline to illustrate ideas, concepts, and theories or to provide examples.
Students learning to do research	Opportunities for students to learn about how to undertake research within their discipline. This learning may or may not take place within 'research methods' modules
Students learning in research mode	Students develop knowledge and researcher skills by learning in 'enquiry' mode, rather than being the recipients of teacher-processed knowledge.
Staff involved in pedagogic research	Staff inform their teaching practice through practitioner research and reflective practice or make use of the learning and teaching research of others.

### References

Griffiths, R. (2004) *Knowledge production and the research-teaching nexus: the case of the built environment disciplines*, Studies in Higher Education. 29(6), 709-726.

Healey, M. (2005) *Linking research and teaching: disciplinary spaces*, in: R.Barnett (Ed.) *Reshaping the university: new relationships between research, scholarship and teaching*, 30-42. Maidenhead: McGraw-Hill/Open University Press.

### Particular support for learning

Students on the programme will receive the following forms of student support and guidance:

- **Admissions.** All students on the programme will have the opportunity to discuss their application with staff, and receive appropriate advice and guidance prior to admission. This will include review of expectations of the course and clarification of workload and requirements.
- **Induction.** New students on the programme will undergo an induction programme which will provide them with a full introduction to the course, and will include elements of work on study skills and professional development. Time will be spent to ensure they are comfortable with the e-learning element and how to access the University VLE and classroom activities that focus on experiential learning to support and develop the on-line learning. The learning sets would also be decided, so people can put faces to names of people they will be conducting on-line discussions with.
- **Student Handbook.** All students on the programme will receive a Student Handbook which will contain details and guidance on all aspects of the course and forms of student support and guidance, programme-based, Department-based and University-based.
- **Progress Review and Attendance Monitoring.** Student attendance will be subject to regular monitoring through the VLE, and this will be a means of addressing issues of student support. There will also be regular reviews for each student with personal tutors.

## **Student Support**

Every student is allocated a personal tutor in the first weeks of the programme. The personal tutor is someone students can contact to discuss any problems of a non-academic nature. These may relate to special needs or personal problems that may affect the student's academic performance.

Academic problems should first be addressed to the lecturer concerned. If the problem is not resolved or it does not relate to a specific module, then the Programme Leader should be contacted. A more detailed complaints procedure is given in the Student Handbook

Another forum for discussion is the Staff Student Consultative Committee. Student representatives, who are elected by the students, meet lecturing staff on the programme once a semester to exchange ideas about the programme. This allows students to communicate their shared concerns in an informal manner, and for the staff to react and respond speedily to address their concerns.

## **Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students, in compliance with the SENDA legislation. The Department warmly welcomes and supports students with disabilities.

Careful consideration has been given to issues surrounding curriculum accessibility and SENDA compliance. Curriculum accessibility forms an essential part of programme and module design, and review.