PROGRAMME SPECIFICATION

Awarding Body / Institution	Glyndŵr University / University of Wales
Teaching Institution	Coleg Llandrillo Cymru (Grŵp Llandrillo)
Details of accreditation by a professional, statutory or regulatory body	NA
Final award(s) available	Bachelor of Arts with Honours in Public & Social Policy
Award title(s)	Bachelor of Arts with Honours Public & Social Policy Bachelor of Arts (Ordinary) Public & Social Policy Diploma of Higher Education Public & Social Policy Certificate of Higher Education Public & Social Policy
UCAS code	L491
Relevant QAA subject benchmark statement/s	• Social policy and administration (2007)
Other external and internal reference points used to inform the programme outcomes	• Criminology (2007) • Social work (2008) • Youth and community Work (2009) • The framework for higher education qualifications in England, Wales and Northern Ireland QAA 264 08/08 (August 2008) • For our Future: The 21st Century Higher Education Strategy and Plan for Wales (2009) • Review of Higher Education in Wales (referred to as the Jones review).
Mode/s of study	Full Time (3 years) Part Time (6 years)
Language of study	English (but bilingually where resources permit)
Date at which the programme specification was written or revised	March/April 2011

Aims of the Programme

Public & Social Policy is both an inter-disciplinary and an applied subject area, drawing on the disciplines of politics, social policy, economics, sociology and psychology. The central concerns of Public & Social Policy are an interest in the welfare of individuals and social groups, and a concern with moral and political debate about the nature of social wellbeing.

Therefore, the general aim of the Public and Social Policy degree programme is to enable students to assess the distribution of welfare and well-being within and across societies and evaluate a range of theoretical perspectives and policy debates in this field of study.

Specific aims of the Certificate of Higher Education, Diploma of Higher Education, Bachelor of Arts (Ordinary) and Bachelor of Arts (Honours) Public and Social Policy are:

1. to provide a critical appreciation of the origin, development and delivery of public & social policies, governmental and non-governmental welfare systems, and the policy-making process in the UK;
2. to critically review regional and global approaches in social policy, and to enable students to draw on alternative approaches within the social sciences;
3. to enable students to identify, locate and evaluate research methods and sources of data relating to public and social policy.

Intended Learning Outcomes of the Programme

In 2007 the QAA published the revised subject benchmark statements for Social policy and administration.

This degree programme has been developed to address key issues identified in the QAA statement that articulates that:

Graduates of single honours' social policy programmes in the UK should be able to demonstrate knowledge of the:

- *origins and development of UK welfare institutions and the social and demographic contexts in which they have operated;*
- *contemporary activities and organisation of the main institutions of the UK welfare systems, including the provision, financing and regulation of social security, education, health and social care, and housing;*
- *framework, operation and financing of the policy process;*
- *operation and impact of non-governmental sources of welfare including the informal, voluntary and private sectors, and of how these interact within mixed economies of welfare;*
- *main features of the interrelationship between social policies and differently placed communities, families and individuals;*
- *ways in which other countries organise their social policies and welfare institutions;*
- *sub-national and supranational dimensions of social policy, including the role and organisation of the European Union;*
- *international and global contexts of social policy;*
- *some of the more significant sources of data about social welfare and the main research methods used to collect and analyse data.*

The QAA statements further identify the subject-specific skills which graduates of the discipline should demonstrate, namely:

- *well-developed descriptive and analytic skills;*
- *an ability to understand the core theories, concepts and approaches in social policy and a clear ability to distinguish among them;*

- *an understanding, and ability to reflect upon, the underlying value base of many policy proposals and distinguish clearly between normative and empirical arguments;*
- *a sufficient grasp of research methods and their application to enable them to comment on research evidence;*
- *a strong familiarity with a range of research methods and an ability to reflect critically on their use in various research studies.*

These benchmark statements have been considered closely during the development of the programme content for the proposed BA Honours Public and Social Policy and the programme aims have been developed in order to address the QAA expectations of Public and Social Policy graduates.

Consideration of the benchmark statements in other discipline-related QAA subject documentation have also been taken into account during the writing process (e.g. Criminology 2007; Social work 2008; and Youth and community work 2009).[1]

Learning Outcomes of the Programme

The intended learning outcomes of the programme have been grouped under the headings of:

A.   Knowledge and Understanding;
B.   Intellectual Skills;
C.   Subject Skills;
D.   Practical, Professional and Employability Skills.

For clarity, these programme learning outcomes have been differentiated by Level and by Award.

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[1] For full details of the Qualification Descriptors of the proposed Programme see The Framework for Higher Education Qualifications in England, Wales and Northern Ireland QAA 264 08/08 (August 2008)

Knowledge and Understanding (A)

	Level 4	Level 5	Level 6 Ordinary	Level 6 Honours
A1 Development, organisation and delivery of Public and Social Policy	Knows past and present factors which influence the development, organisation, delivery and impact of Public and Social Policy (ideological, theoretical, demographic, political, economic and social)	Analyses ideological, theoretical, demographic, political, economic and social factors which influence the organisation, delivery and impact of Public and Social Policy.	Critically evaluates the comparative influence of the ideological, theoretical, demographic, political, economic and social factors on the organisation, delivery and impact of Public and Social Policy.	Integrates a critical evaluation of the comparative influence of the ideological, theoretical, demographic, political, economic and social factors on the organisation, delivery and impact of Public and Social Policy within a dissertation.
A2 Origins, development and organisation of UK Welfare institutions	Knows and understands the origins, development and contemporary organisation of UK Welfare institutions	Demonstrates the ability to apply knowledge of the origins, development and contemporary organisation of UK Welfare institutions to local, regional, national or comparative contexts, and to demonstrate awareness of differences and variation.	Critically reviews ways in which the origins, development and contemporary organisation of UK Welfare institutions have a differential impact (local, regional, national and comparative) on delivery	Critically reviews ways in which the origins, development and contemporary organisation of UK Welfare institutions have a differential impact (local, regional, national and comparative) on delivery and incorporates this (as appropriate) in a dissertation.
A3 Interdisciplinary Approach	Understands the value of interdisciplinary approaches to inform the study of Public and Social Policy.	Applies an interdisciplinary approach to study of Public and Social Policy.	Critically evaluates the application of interdisciplinary approaches to the study of Public and Social Policy.	Critically evaluates the application of interdisciplinary approaches to the study of Public and Social Policy within a dissertation

Intellectual Skills (B)

	Level 4	Level 5	Level 6 Ordinary	Level 6 Honours
B1 Analysis	Undertakes some analysis of information and begin to formulate solutions to problems arising from that analysis	Initiates and undertakes analysis of information and propose solutions to problems arising from that analysis	Can analyse information critically (with reference to relevant evidence) and propose solutions to complex problems arising from that analysis.	Incorporates critical analysis of information (with reference to relevant evidence) and solutions to complex problems arising from that analysis in a dissertation
B2 Evaluation	Interprets research and other sources of information.	Evaluates evidence and information from a variety of sources.	Critically evaluates evidence and information from a variety of sources, taking into account alternative perspectives	Critically evaluates evidence and information from a variety of sources (taking into account alternative perspectives) for the production of a dissertation.
B3 Synthesis	Begins to integrate information from a variety of sources to inform their study of Public and Social Policy.	Integrates information from a variety of sources to gain a coherent understanding of. Public and Social Policy.	Integrates information in creative and innovative ways from a variety of sources leading to a coherent understanding of. Public and Social Policy.	Integrates information in creative and innovative ways from a variety of sources leading to a coherent understanding of Public and Social Policy and incorporate this in a dissertation.

Subject Skills (C)

	Level 4	Level 5	Level 6 Ordinary	Level 6 Honours
C1 Assessment of Public and Social Policy and Welfare Institutions	Understands core theories, concepts and approaches in Public and Social Policy	Analyses the impact of Public and Social Policy and the organisation of welfare institutions on individuals and groups	Critically evaluates the effectiveness of Public and Social Policy and the organisation of welfare institutions within national and comparative contexts	Critically evaluates the effectiveness of Public and Social Policy and the organisation of welfare institutions within national and comparative contexts within a research project
C2 Research Skills	Demonstrates and records the ability to undertake investigations	Undertakes investigations and comments on the reliability and validity of the evidence	Competently undertakes investigations and critically reflects on research evidence	Competently undertakes and justifies investigations and critically reflects on research evidence to inform a relevant piece of social research
C3 Research Methods and Application	Understands research methods and their application.	Assesses application of research methods used to collect and analyse data	Evaluates the effectiveness of research methods used to collect and analyse data for Public and Social Policy	Evaluates the effectiveness of research methods used to collect and analyse data for a dissertation related to Public and Social Policy

Practical, Professional and Employability Skills (D)

	Level 4	Level 5	Level 6 Ordinary	Level 6 Honours
D1 Research & Study Skills	Can select appropriate methods for the retrieval of information	Applies a range of strategies for the retrieval of information	Works independently and applies effective strategies for the retrieval of information	Analyses the effectiveness of research methods for the retrieval of data in a variety of contexts
D2 Communication Skills	Can communicate clearly using appropriate methods of communication	Communicates effectively using a variety of formats appropriate to the task	Can use a variety of methods of communication to convey complex information	Evaluates and applies a variety of methods of communication to convey complex information in a variety of contexts
D3 Team working Skills	Contributes in an appropriate manner to group tasks	Works effectively as a member of team, demonstrating sensitivity to the needs of others	Makes a positive contribution to group work, taking onto account the context and demonstrating sensitivity to the needs of others	Can collaborate effectively with others as team member and team leader in a variety of contexts, supporting and valuing the contributions of others.
D4 Problem Solving Skills	Is aware of problems and can identify appropriate solutions.	Can identify key elements of problems and apply appropriate methods for their resolution.	Identifies and defines the nature of complex problems and applies appropriate solutions.	Analyses the constituent parts of problems and evaluates alternative approaches for their resolution.
D5 Information Technology Skills	Utilises appropriate IT skills for a given task	Develops their ability to use IT in an effective manner	Demonstrates the ability to apply a range of IT skills	Evaluates a range of IT applications and justifies their usage
D6 Reflection on Learning	Can identify own skills and abilities	Demonstrates the ability to reflect on progress and respond to feedback	Regularly reviews own progress and develops effective strategies to improve performance	Can take a proactive approach and effectively manages own learning, reflecting on and responding to feedback.

Programme Delivery Arrangements

All new full-time students joining the programme from the start of the 2011-2012 academic year will enrol for the new Bachelor of Arts degree with honours in Public and Social Policy and progress through the three year cycle outlined in this proposal document.

All existing Level 4, Level 5 and Level 6 students at Coleg Llandrillo (full-time and part-time) have been formally invited to transfer on to the new specification Bachelor of Arts degree in Public and Social Policy.

	Academic Year		
	2011-2012	**2012-2013**	**2013-2014**
	Learners enrol on:	Learners enrol on:	Learners enrol on:
Level 4	First delivery of new programme	Second delivery of new programme	Third delivery of new programme
Level 5			
Level 6			

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Curriculum Matrix of the Programme

The following table shows how the overall programme learning outcomes are achieved and where skills are developed and assessed within individual modules.

A: Knowledge and understanding;
B: Intellectual skills;
C: Subject skills;
D: Practical, professional and employability skills

Level 4 Certificate in HE

Module Title	Core/Option	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	D6
Fundamentals in Social Policy	C	*	*	*	*	*			*	*	*	*		*	*	*
Introduction to Politics	C	*		*	*	*			*	*	*	*		*	*	*
Introduction to Criminology	C	*		*	*	*		*	*	*	*	*	*	*	*	*
Understanding Organisations	C	*		*	*	*	*		*	*	*	*		*	*	*
Research Strategies and Ethical Issues	C				*	*	*		*	*	*	*	*	*	*	*
Introduction to Sociology	C	*	*		*	*			*	*	*	*				*
Introduction to Social Inequality	C	*	*	*	*	*		*	*	*	*	*		*		*

Level 5 Diploma in HE

Module Title	Core/Option	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	D6
Vocational Aspects of Social Policy	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Global Societies	C	*		*	*	*	*		*	*	*	*		*	*	*
Research and Dissertation Skills	C				*	*			*	*	*	*	*		*	*
Equality and Diversity	C	*	*	*	*	*	*	*	*	*	*	*	*		*	*
The Policy Process in Britain	C	*	*		*	*	*	*	*	*	*	*	*	*	*	*
Comparative Governance and Societal Change	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Level 6 Ordinary Degree

Module Title	Core/Option	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	D6
Critical Issues in Welfare	C	*	*	*	*	*	*	*	*	*	*	*		*	*	*
Child Abuse and Child Protection	O	*	*	*	*	*	*	*	*	*	*	*		*	*	*
Understanding and Responding to Youth Offending	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Care Management for Vulnerable Adults	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Level 6 Honours Degree

Module Title	Core/Option	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	D6
Dissertation	C	*	*	*	*	*	*	*	*	*	*	*		*	*	*
Critical Issues in Welfare	C	*	*	*	*	*	*	*	*	*	*	*		*	*	*
Child Abuse and Child Protection	O	*	*	*	*	*	*	*	*	*	*	*		*	*	*
Understanding and Responding to Youth Offending	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Addictive and Problem Behaviours	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Care Management of Vulnerable Adults	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Distinctive Features of the Programme

The Directorate of Academic /Creative at Coleg Llandrillo seeks to build upon the examples of good practice present in its current portfolio of courses, and the level of subject expertise of its teaching staff. The college recognises that there is a need within the region for this degree programme that will develop both knowledge and skills in general as well as vocational management practice. It will also enable continuous professional development for individuals already employed in the sector who may wish to study specific modules for the purposes of individual career progression in the workplace.

The perceived market for this degree programme is seen predominantly as mature and local. Employers in the North Wales region include public, private and voluntary sector organisations such as the Social Services, NACRO, Probationary Services, Health Services, Police and Legal Services, Local Authorities, Housing Associations, FE and HE institutions, the Voluntary Services and several Government Agencies. Many of the students currently engaged on the present BA Public and Social Policy work for a variety of voluntary and statutory agencies, including ELWA, NACRO, SOVA and the Citizens Advice Bureau.

The decision to seek validation for the delivery of the degree programme at Coleg Llandrillo is partly in response to the revision of the Social Policy and Administration benchmarks statements (2007) which supersede those which were utilised in the original submission for the 2006 programme. The initiative is also a response to student-led demand for provision in this geographical location, rather than having to travel to another institution for learning. If the Programme is validated by Glyndwr University, it will be the only single honours' degree in Public and Social Policy offered in North Wales.
Coleg Llandrillo also been informed by Glyndŵr University's executive and strategic decision to remove the BA Honours in Public and Social Policy from the Wrexham undergraduate degree portfolio.

This programme will replace the existing BA Honours Public and Social Policy with immediate effect. This will ensure the coherence of the degree programme, as, until now, the final year of the degree has been taught by Glyndŵr University staff, either at the university or by utilising on-line modules. All Level 4 and Level 5 modules have previously been taught by Coleg Llandrillo staff. The validation will give the programme team the opportunity to update the curriculum and assessment of student learning to reflect the more recent subject benchmark criteria.

The Programme team at Coleg Llandrillo has enjoyed a strong partnership with Glyndŵr University since September 2006 when the current degree programme was validated (Coleg Llandrillo staff teaching Level 4 and Level 5 Modules, and Glyndŵr University staff teaching Level 6 Modules).

Responsibility for co-ordinating this provision is currently shared across both sites by the Glyndŵr University Programme Leader, and the Coleg Llandrillo Programme Leader. Collaborative activities include:
- the co-ordination of module delivery;
- the co-ordination of module assessment titles and submission dates;
- ensuring that learners at both institutions receive a similar learning experience;
- contributing to the written responses to External Examiners' reports and ensuring the actions highlighted are implemented;
- holding joint Staff Student Consultative Meetings.

The proposed degree programme addresses the two key strategies contained in "For Our Future: The 21st Century Higher Education Strategy and Plan for Wales" - to deliver benefits to both social justice and economic success within Wales. This key planning document, following on from the Review of Higher Education in Wales, focuses upon widening participation and supporting a buoyant economy through concentration on the establishing and development of vocational skills and competences within higher education.

The programme actively encourages learners to participate in sector-related voluntary work, and several learners are already employed (either in a full-time or part-time capacity) in Social Services, NACRO, Probation Service, Health Services, Police and Legal Services, Local Authorities, Housing Associations, the Voluntary Services and Government Agencies.

The Bachelor of Arts with Honours Public and Social Policy offers both full-time and part-time learners:

1. a programme which relates to UK policy agendas, focusing both on the Principality and European agendas within Public and Social Policy;
2. the opportunity to submit assignments in either English or Welsh;
3. a structured and articulated programme of study with academic strands running through all levels;
4. the opportunity to study in a flexible way – the degree is taught over two full days during the week;
5. an enhanced foundation for progression to post-graduate recruitment programmes, as well as to managerial positions in the public and private sectors and research posts.

Learning and Teaching Strategies of the Programme

Lectures will normally be used to provide an introduction to the main themes, debates and interpretations of the subject, conveying basic information, and signposting issues to be considered and providing a common foundation of learning for all students.

Lectures will also be used to promote students' skills in listening, note-taking, reflection, discussion and their appreciation of how information is presented. Lectures will generally be supported through the use of audiovisual aids - primarily PowerPoint - and materials from face to face lectures will be made available electronically via Moodle, the College's VLE facility.

Lectures will also be supported by additional regular contact time in small group and individual tutorials to develop the students understanding of the key elements of the material delivered during the taught inputs.

Seminars and workshops are used to provide opportunities for more student-centred and interactive learning. Usually organised around themes for discussion and/or designated reading, seminars and workshops aim to deepen students' knowledge of a particular subject, and their ability to examine and reflect critically on alternative perspectives. They also aim to develop skills in information retrieval and presentation, communication skills and team/group working skills.

The structure presented in this validation document is underwritten by considered design and planning involving professionals and academics with experience of both professional practice and teaching within the field of Public and Social Policy. Careful thought has been given to the range and depth of the programme in terms of the level of delivery, the needs, abilities and expectations of students, and the curricular contexts of the subject discipline.

The College has a policy of offering bilingual assessment to all students and develops bilingual delivery wherever resources allow. Coleg Llandrillo is able to provide bilingual learning materials and tutorial support in a bilingual setting, even when the course is not offered bilingually.

The College's Welsh Language Scheme received approval from the Welsh Language Board in May 2001. It has adopted the principle that in the conduct of public business in Wales, it will treat the English and Welsh languages on a basis of equality. The College's Welsh Language Scheme sets out the ways in which the institution will achieve this principle when providing services to the public in Wales.

To this end, the College has embedded and implemented the Welsh Language Scheme into its systems and procedures. A Welsh and Bilingual Development Officer has been in post since 2001, and significant further development within the curriculum areas has taken place. There are now Bilingual Champions throughout the institution, whose responsibility is to encourage and monitor the development of the bilingual curriculum within curriculum areas with the goal of continually enhancing and increasing bilingual learning and assessment opportunities.

Assessment Strategies of the Programme

Assessment Schedule

Certificate of Higher Education Public and Social Policy

Diploma of Higher Education Public and Social Policy

Bachelor of Arts (Ordinary) Public and Social Policy

Bachelor of Arts (Honours) Public and Social Policy

Students will be assessed in accordance with the assessment schedule identified for the Award and within each module, and a range of assessment methods will be used. The staff and students at Coleg Llandrillo will comply fully with the university's Assessment Strategy.

Glyndŵr University's Assessment Strategy aims to provide a framework for the assessment of students' competence, knowledge and understanding, and the grading of students for progression and the conferring of Awards. It enables staff to give feedback to students and to evaluate the effectiveness of their own teaching.

As a member of the University of Wales having powers for the awarding of degrees, Glyndŵr University has developed its own regulations for the assessment of modular programmes. Coleg Llandrillo will follow these regulations.

Overall responsibility for student progression and academic quality lies with the Assessment Boards at the University. The University Assessment Boards will be responsible for academic quality assurance, the confirmation of marks and degree classification to both teaching staff and students, and the overseeing of assessment procedures.

The Programme Leader and Programme Team will attend Pre-Module, Module, Pre-Assessment and Assessment Boards at the University as required. Coleg Llandrillo will also use the services of the External Examiner appointed by the University for the Programme.

The Programme Leader and the Programme Team will follow the Regulations on Academic Misconduct, Student Complaints, and the Student Appeals' Procedures established by Glyndŵr University.

Details of the rules and regulations for assessment and procedures for calculating the final award are detailed in the Glyndŵr University Regulations. Assessment results will be collated by Coleg Llandrillo's Programme Leader and communicated to the Academic Link and Student Data Services at Glyndŵr University.

Assessment is an integral part of the learning process and the design of the assessment strategy has been influenced by the need to:

- link theoretical analysis of social policy with empirical enquiry;
- enable students to identify and understand different value positions found within social policy;
- ensure students acquire the skills and qualities which will enable them to become active and informed citizens, capable of participating effectively in the policy process, and equipped for a dynamic labour market;
- draw on the intellectual traditions and perspectives of social science disciplines;
- empower students to appreciate the interaction and inter-dependence between theory and the operation and impact of social policies.

A range of assessment methods is used across the curriculum with different methods being used as appropriate for individual modules. The principle methods used are assessed coursework which consists of essays and reports, poster presentations, student-led seminars, oral presentations, and a formal dissertation. There are also two formal examinations (unseen papers) at levels 4 and 6. Care has been taken to provide a balance of methods both within modules and across each level.

The standardisation of assessment throughout the programme will be the responsibility of the Programme Leader in association with the course team. Assessment will appear as a standing agenda

item in course team meetings. Standardisation of assessment strategies across all awards, modules and assignments will be ensured.

All assignment briefs will be verified by the Programme Team before being sent to the Academic Link for onward submission to the External Examiner for approval.

Indicative Assessment of Level 4: Certificate of Higher Education

	Module Title	Assessment Method	Credits
Level 4 Certificate of HE	Fundamentals in Social Policy	Assessment 1: Essay Assessment 2: Report	20
	Introduction to Politics	Assessment 1: Essay Assessment 2: Examination	20
	Introduction to Criminology	Assignment 1: Essay Assignment 2: Poster	20
	Understanding Organisations	Assessment 1: Essay Assessment 2: Structured Seminar and Oral Presentation	20
	Research Strategies and Ethical Issues	Assessment 1: Report Assessment 2: Portfolio	20
	Introduction to Sociology	Assessment 1: Essay	10
	Introduction to Social Inequality	Assessment 1: Reflective Journal	10

Indicative Assessment of Level 5: Diploma of Higher Education

	Module Title	Assessment Method	Credits
Level 5 Diploma of HE	Vocational Aspects of Social Policy	Assessment 1: Essay Assessment 2: Essay	20
	Global Societies	Assessment 1: Essay Assessment 2: Oral Presentation	20
	Research and Dissertation Skills	Assessment 1: Research proposal Assessment 2: Viva	20
	Equality and Diversity	Assessment 1: Seminar Assessment 2: Essay	20
	The Policy Process in Britain	Assessment 1: Oral presentation Assessment 2: Report	20
	Comparative Governance and Societal Change	Assessment 1: Report Assessment 2: Structured Seminar Paper and Oral Presentation	20

Indicative Assessment of Level 6: Bachelor of Arts Ordinary

	Module Title	Assessment Method	Credits
Level 6 BA Ordinary Degree	Critical Issues in Welfare	Assessment 1: Essay Assessment 2: Examination	20
	Child Abuse and Child Protection	Assessment 1: Essay Assessment 2: Report	20
	Understanding and Responding to Youth Offending	Assessment 1: Case study Assessment 2: Essay	20
	Addictive and Problem Behaviours	Assessment 1: Essay Assessment 2: Structured Seminar Paper and Oral Presentation	20
	Care Management of Vulnerable Adults	Assessment 1: Essay Assessment 2: Case Study	20

Indicative Assessment of Level 6: Bachelor of Arts with Honours

<table>
<tr><th></th><th>Module Title</th><th>Assessment Method</th><th>Credits</th></tr>
<tr><td rowspan="6">Level 6
BA Honours Degree</td><td>Dissertation</td><td>Assessment 1: Dissertation proposal
Assessment 2: Dissertation</td><td>40</td></tr>
<tr><td>Critical Issues in Welfare</td><td>Assessment 1: Essay
Assessment 2: Examination</td><td>20</td></tr>
<tr><td>Child Abuse and Child Protection</td><td>Assessment 1: Essay
Assessment 2: Report</td><td>20</td></tr>
<tr><td>Understanding and Responding to Youth Offending</td><td>Assessment 1: Case study
Assessment 2: Essay</td><td>20</td></tr>
<tr><td>Addictive and Problem Behaviours</td><td>Assessment 1: Essay
Assessment 2: Structured Seminar Paper and Oral Presentation</td><td>20</td></tr>
<tr><td>Care Management of Vulnerable Adults</td><td>Assessment 1: Essay
Assessment 2: Case Study</td><td>20</td></tr>
</table>

Internal Second Marking

A percentage of all assessment decisions will be second marked, following Glyndwr University's regulations for this procedure. This will ensure the standardised level of work set, as well as the standardised level of grading decisions. Feedback from second marking will be discussed with tutors on an ongoing basis.

Second marking will be routinely conducted on a sample of assessments at Levels 4, 5 & 6, including assessed coursework, examination scripts and oral presentations.

For assessed coursework and examination scripts, the Programme Team will sample:
- 10% of the full population of scripts selected for moderation or 10 scripts (whichever is the greater);
- work from the top, middle and bottom mark bands;
- all failed papers;
- all borderline papers;
- all papers achieving 70+.

For oral presentations, the Programme Team will sample:
- 10% of the presentations or 10 presentations (whichever is the greater);

All final year projects, oral presentations and dissertations will be second marked.

The Programme Leader will be responsible for ensuring that procedures for second marking are established and adhered to for all modules in the programme.

The sampled scripts will be checked to determine:
- whether the marking corresponds to the assessment criteria;
- whether the final mark is correctly totalled;
- whether the resulting total mark is valid (i.e. confirming that a first class mark reflects first class quality);
- whether borderline papers have met the assessment criteria;
- whether coursework feedback is helpful and sufficient for the learner to know what was well done and what was poorly done.

If the second marker has significant reservations about the marks awarded by a first marker, first and second markers will meet and will attempt to arrive at an agreement about whether changes are needed and what changes should be made. If no agreement is reached, or if either person is still concerned, the matter will be referred to the Programme Leader.

The Programme Leader will then refer the work to a third member of staff who will be asked to review the assessed work and guide colleagues to an agreed set of marks. Only in very exceptional circumstances will unresolved differences between marks be presented to the External Examiner for finalisation.

The Programme Leader will ensure that records of second marking and outcomes are maintained for audit purposes.

Lecturers will maintain in-house records of assessment decisions on student tracking records (the programme team currently use a detailed spreadsheet to record individual module assignment marks). These records will assist the Programme Leader and Personal Tutor to monitor individual student progress and identify those students who are experiencing difficulties and consequently initiate appropriate action. The assessment process is designed to support students whilst maintaining academic rigour and standards.

All assessment results will be collated by the Coleg Llandrillo Programme Leader, using the university's established procedures, and communicated to the Academic Link and Student Data Services at Glyndŵr University.

Cross moderation of assignments will be also carried out by the course team to ensure consistency of decisions and the sharing of good practice.

Indicative Timing of Assessment for Level 4, Level 5 and Level 6 Modules
The following table shows the Indicative Timing of Assessments for the proposed Programme, using the 30 week HE delivery model adopted by Coleg Llandrillo.

Indicative Timing of Assessment for Level 4, Level 5 & Level 6 Modules

	Module Title	Academic Year in Weeks (1-30)																								
		1 - 6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Level 4 Modules	Fundamentals in Social Policy							■															■			
	Introduction to Politics											■												■		
	Introduction to Criminology								■															■		
	Understanding Organisations								■															■	■	
	Research Strategies and Ethical Issues								■														■			
	Introduction to Sociology											■														
	Introduction to Social Inequality																							■	■	
Level 5	Vocational Aspects of Social Policy											■												■	■	
	Global Societies								■													■	■			
	Research and Dissertation Skills															■								■	■	
	Equality and Diversity											■	■	■												
	The Policy Process in Britain						■	■	■															■		
	Comparative Governance and Societal Change											■											■			
Level 6	Dissertation							■															■			
	Critical Issues in Welfare											■												■		
	Child Abuse and Child Protection								■															■		
	Understanding and Responding to Youth Offending											■														■
	Addictive and Problem Behaviours							■																■		
	Care Management of Vulnerable Adults											■												■		

Delivery of the Programme

The Programme will employ a 30 week x 2 hours per week delivery pattern for its 20 Credit Modules rather than a semesterised pattern. This decision has been made for pedagogical reasons of ensuring continuity of learning and to facilitate the opportunity for learners to reflect on their learning. (See page 3, point 13 for more detail).

In addition, at Level 4 the Programme includes two 10 Credit Modules which will be delivered on a semesterised basic (i.e. 2 x 15 weeks x 2 hours per week). This decision has been taken to augment the underpinning knowledge required for successful study at Levels 5 & 6.

Full-time Programme Delivery
Each level of the Programme will be delivered over two days for a 30 week academic year. Three modules are taught on each day, and students will also have an Academic Tutorial on one of the teaching days.

Indicative Delivery Schedule for Level 4 Full-time Programme

Tuesday		Wednesday	
Time	Module	Time	Module
9.00-11.00	1	9.00-11.00	4
11.00-1.00	2	11.00-1.00	5
1.00-2.00		1.00-2.00	
2.00-3.00	Academic Tutorial	2.00-3.00	
3.00-5.00	3	3.00-5.00	6 Semester 1 7 Semester 2

Indicative Delivery Schedule for Level 5 Full-time Programme

Thursday		Friday	
Time	Module	Time	Module
9.00-11.00	1	9.00-11.00	4
11.00-1.00	2	11.00-1.00	5
1.00-2.00		1.00-2.00	
2.00-3.00	Academic Tutorial	2.00-4.00	6
3.00-5.00	3		

Indicative Delivery Schedule for Level 6 Full-time Programme

Monday		Tuesday	
Time	Module	Time	Module
9.00-11.00	1	9.00-11.00	4
11.00-1.00	2	11.00-1.00	5
1.00-2.00		1.00-2.00	
2.00-3.00	Academic Tutorial	2.00-3.00	Dissertation Tutorial
3.00-5.00	3	3.00-5.00	6

Part-time Programme Delivery
Part-time students in-fill onto the full-time Programme and are able to participate in the support mechanisms and structures afforded by the planned academic tutorials at all levels.

Part-time students may study up to four modules per academic year (i.e. 80 credits) and take up to four years to complete Levels 4 and 5, totalling 240 credits. Level 6 part-time students will complete typically 3 modules (i.e. 60 credits each academic year over 2 years).

Example of Indicative Delivery Schedule for Level 4 Part-time Programme Year 1

Tuesday	
Time	Module
9.00-11.00	1
11.00-1.00	2
1.00-2.00	
2.00-3.00	Academic Tutorial
3.00-5.00	3

Example of Indicative Delivery Schedule for Level 4 Part-time Programme Year 2

Wednesday	
Time	Module
9.00-11.00	4
11.00-1.00	5
1.00-2.00	
2.00-3.00	Academic Tutorial
3.00-5.00	6 Semester 1 7 Semester 2

Example of Indicative Delivery Schedule for Level 5 Part-time Programme Year 1

Thursday	
Time	Module
9.00-11.00	1
11.00-1.00	2
1.00-2.00	
2.00-3.00	Academic Tutorial
3.00-5.00	3

Example of Indicative Delivery Schedule for Level 5 Part-time Programme Year 2

Friday	
Time	Module
9.00-11.00	4
11.00-1.00	5
1.00-2.00	Academic Tutorial
2.00-4.00	6

Example of Indicative Delivery Schedule for Level 6 Part-time Programme Year 1

Monday	
Time	Module
9.00-11.00	1
11.00-1.00	2
1.00-2.00	
2.00-3.00	Academic Tutorial
3.00-5.00	3

Example of Indicative Delivery Schedule for Level 6 Part-time Programme Year 2

Tuesday	
Time	Module
9.00-11.00	4
11.00-1.00	5
1.00-2.00	Academic Tutorial
2.00-3.00	Dissertation Tutorial
3.00-5.00	6

University Regulations for Bachelor Degrees, Diplomas of HE and Certificates of HE will apply to this Programme.

The following qualifications which make up the Programme will adhere to and follow all academic regulations of Glyndŵr University.

- Bachelor of Arts with Honours Public and Social Policy

- Bachelor of Arts Public and Social Policy

- Diploma of Higher Education Public and Social Policy

- Certificate of Higher Education Public and Social Policy

This programme will not require derogation from any existing regulations.

Programme Structures and Requirements, Levels, Modules, Credits and Awards (including Exit Awards)

	Level 4	Level 5	Level 6 Ordinary	Level 6 Honours
	6 Modules	**6 Modules**	**3 Modules** (20 credit CORE Module + 2 OPTION Modules)	**6 Modules** (Both CORE Modules + 3 OPTION Modules)
Modules	Fundamentals in Social Policy 20 Credits CORE	Vocational Aspects of Social Policy 20 Credits CORE	Critical Issues in Welfare 20 Credits CORE	Dissertation 40 Credits CORE
	Introduction to Politics 20 Credits CORE	Global Societies 20 Credits CORE	Child Abuse and Child Protection 20 Credits OPTION	Critical Issues in Welfare 20 Credits CORE
	Introduction to Criminology 20 Credits CORE	Research and Dissertation Skills 20 Credits CORE	Understanding and Responding to Youth Offending 20 Credits OPTION	Child Abuse and Child Protection 20 Credits OPTION
	Understanding Organisations 20 Credits CORE	Equality and Diversity 20 Credits CORE	Addictive and Problem Behaviours 20 Credits OPTION	Understanding and Responding to Youth Offending 20 Credits OPTION
	Research Strategies and Ethical Issues 20 Credits CORE	The Policy Process in Britain 20 Credits CORE	Care Management of Vulnerable Adults 20 Credits OPTION	Addictive and Problem Behaviours 20 Credits OPTION
	Introduction to Sociology 10 Credits CORE	Comparative Governance and Societal Change 20 Credits CORE		Care Management of Vulnerable Adults 20 Credits OPTION
	Introduction to Social Inequality 10 Credits CORE			
Credits	**120 Credits at Level 4**	120 Credits at Level 4 + **120 Credits at Level 5 = 240**	120 Credits at Level 4 + 120 Credits at Level 5 + **60 Credits at Level 6 = 300**	120 Credits at Level 4 + 120 Credits at Level 5 + **120 Credits at Level 6 = 360**
Awards	**Certificate of Higher Education Public and Social Policy**	**Diploma of Higher Education Public and Social Policy**	**Bachelor of Arts Degree Public and Social Policy**	**Bachelor of Arts Degree with Honours Public and Social Policy**
	E x i t A w a r d s o n l y			

Criteria for Admission to the Programme

Selection and Entry Criteria

For entry to the first year (Level 4) of the BA (Hons) Public and Social Policy programme at Coleg Llandrillo, the general requirement is 240 UCAS points at A level, or equivalent, supported by other subjects at GCSE at grades A, B or C, or equivalent.

Non traditional applicants who do not meet these requirements do not need to have passed such qualifications to enter the programme. However, they do need to provide evidence of recent academic study and demonstrate at interview that they are thinking and practising at least at the equivalent level, and have a realistic view of the intellectual demands of the programme.

In addition to the academic entry requirements, overseas students require 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 (both written and oral) is essential for success on the programme.

Entry onto the programme can also be gained by applicants providing evidence of related professional experience and potential. Prospective students need to show that they will be able to use the programme for learning and are likely to achieve the required standard for the level of the programme they wish to join.

When considering candidates, the college considers whether they can demonstrate their abilities or potential in the following areas:
experience in areas related to public and social policy (e.g. childcare, residential care, play, drugs, alcohol, probation service etc.);

- an ability to reflect critically upon experiences and to learn from them;
- the capacity to participate in the learning process of the programme;
- an ability to work constructively and build on their own experiences and those of others;
- an informed commitment to work for equal opportunities, challenging oppression and seeking justice for all;
- an ability to manage different aspects of their life;
- an ability to communicate effectively both face-to-face and in writing.

These requirements are assessed via the application form, references and at interview.

Progression
Students may enter the programme prior to any level or progress to the next one as follows:

Certificate of Higher Education / Level Four: Applicants who meet the entry conditions outlined above will be interviewed to assess their suitability to join the course. Those wishing to exit from the programme on successful completion of all necessary modules, totalling 120 Level 4 credit points, will be awarded a Certificate of Higher Education Public and Social Policy.

Diploma of Higher Education / Level Five: Progression onto Level five is automatic for those who have completed all the requirements for Level 4, or equivalent. Those wishing to exit from the programme on successful completion of all necessary modules, totalling 120 Level 4 credit points and 120 Level 5 credit points (240 credit points overall), will be awarded a Diploma of Higher Education Public and Social Policy.

Ordinary Degree / Level Six: Progression onto Level 6 is automatic for those who have completed all the requirements for Level 5, or equivalent. Students who successfully complete the core module Critical Issues in Welfare (20 credits) and two out of the four optional Level 6 modules - Child Abuse and Child Protection (20 credits), Understanding and Responding to Youth Offending (20 credits), Addictive and Problem Behaviours (20 credits) and Care Management of Vulnerable Adults (20 credits), and therefore gain 60 credits at Level 6, will be awarded the BA (Ordinary) Public and Social Policy.

> **Honours Degree / Level Six:** A BA (Hons) in Public and Social Policy will be awarded on successful completion of the required core modules (including a Dissertation) and three out of the four module options at Level 6, which together total 120 credit points.

APL and APEL (AP(E)L)

Coleg Llandrillo has transparent, rigorous, fair and flexible systems in place to allow for the accreditation of prior experience or learning. This will apply both to the entry requirements of the programme and for the partial or total exemption of certain parts of the programme. In some cases, prospective students with extensive relevant work experience or qualifications may gain exemption from some aspects of the programme. This requires detailed evidence that the appropriate standard of skills and knowledge, together with the relevant learning outcomes, have been met.

All applications for AP(E)L will be made with reference to Glyndŵr University's AP(E)L procedures.

For applicants to be accepted directly onto Level 5 or 6 of the programme, they will be required to demonstrate that they have undertaken the necessary prior study on an equivalent course.

The Accreditation of Prior Learning recognises both prior certificated or un-certificated experiential learning, acknowledging that students may have acquired learning both by attending formal programmes previously and also through work and self-directed learning.

The accreditation of certificated and un-certificated experiential learning are together referred to as **AP(E)L** but there are also specific definitions as follows:

> **APL:** The Accreditation of Prior Learning is the recognition of a previously awarded formal certificate, diploma or degree as equivalent to one or more module(s) on a programme of study.
>
> **APEL:** The Accreditation of Prior Experiential Learning is the process by which appropriate un-certificated learning is given academic recognition.
>
> **Advanced Standing:** A student is said to enter a programme with advanced standing if they are granted exemption from credit for previous learning via APL, in order to progress between awards or to enter at particular level of a programme. Advanced Standing is normally associated with arrangements which have been agreed at validation or by Glyndwr University's Academic Programmes Sub-Committee.

The regulations and full details of the university's APL (AP(E)L) procedures can be found in the Academic Quality Handbook http://mimas.newi.ac.uk/intranet/oper/acad/staf/acad_qual/acad/acad_qual

Programme Management

Academic Link: Dr Dawn Jones (Glyndŵr University)

Programme Leader: Elizabeth Day

Module Tutors: Dr Claire Lloyd; Dr Nick Maung; Elizabeth Day; Terry James (PT); Anne Forsberg; Peter Johnson; Dr Ann Hynes; Neil Bryan; David Morris (PT); Melanie Edwards; Sharon Burrows.

A team of permanent, full-time academic staff, together with experienced members of the directorate's part-time academic staff, will undertake delivery of the programme.

The Academic Link at Glyndŵr University will take responsibility for overseeing the collaborative arrangements and ensuring the quality of the course provision[2]. The Programme Leader (Elizabeth Day) at Coleg Llandrillo will liaise with the Academic Link at Glyndŵr University (Dr Dawn Jones) prior

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[2] For full details of the roles and responsibilities of the Academic Link, see Appendix Two

to each Programme Board. Cross institutional Programme Review meetings, including staff from both institutions, will take place termly throughout the academic year.

It will be the responsibility of the Programme Leader (Elizabeth Day) to ensure that:
- statistics for enrolment, successful completions, retention and progression are maintained;
- assessment grades are submitted to the Student Programme Centre at Glyndŵr University for onward submission to the Assessment Board;
- action is taken on recommendation contained in External Examiner reports;
- an Annual Monitoring Report (ACCR) is completed and sent to Glyndŵr University academic office;
- programme delivery is monitored and evaluated in accordance with Glyndŵr University procedures.

The modules will be delivered by the named Module Leader, as shown by the following table. The Programme Team has also identified a Secondary Tutor for each module who would be able to provide classroom cover in the event of absence and would be called upon to provide second marking assessment of learners' work.

	Module Title	Module Leader	Secondary Tutor
Level 4 Modules	Fundamentals in Social Policy	Peter Johnson	Anne Forsberg
	Introduction to Politics	Neil Bryan	Peter Johnson
	Introduction to Criminology	Melanie Edwards	Anne Forsberg
	Understanding Organisations	Ann Hynes	Neil Bryan
	Research Strategies and Ethical Issues	Claire Lloyd	Elizabeth Day
	Introduction to Sociology (10)	Melanie Edwards	Anne Forsberg
	Introduction to Social Inequality (10)	Ann Hynes	Peter Johnson

	Module Title	Module Leader	Secondary Tutor
Level 5 Modules	Vocational Aspects of Social Policy	Peter Johnson	Anne Forsberg
	Global Societies	Sharon Burrows	David Morris
	Research & Dissertation Skills	Elizabeth Day	Nick Maung
	Equality and Diversity	Ann Hynes	Peter Johnson
	The Policy Process in Britain	Anne Forsberg	Peter Johnson
	Comparative Governance and Societal Change	Sharon Burrows	Ann Hynes

	Module Title	Module Leader	Secondary Tutor
Level 6 Modules	Dissertation (40)	Elizabeth Day	Claire Lloyd
	Critical Issues in Welfare	Peter Johnson	Anne Forsberg
	Child Abuse and Child Protection	Terry James	Anne Forsberg
	Understanding and Responding to Youth Offending	Anne Forsberg	Terry James
	Addictive and Problem Behaviours	Anne Forsberg	Elizabeth Day
	Care Management of Vulnerable Adults	Terry James	Anne Forsberg

Quality Management

Coleg Llandrillo has developed rigorous processes for quality control and continuous improvement and the College's quality profile continues to be the best in Wales as far as FE Colleges are concerned, and one of the best in the UK. Over 80% of the grades for both programme and generic elements awarded by Estyn in 2005 achieved grade ones, which is an unparalleled achievement for a large FE college. In the last three Estyn inspections, Coleg Llandrillo has been rated as a grade one for quality management.

The College has established an excellent reputation for quality management with its existing HE partners. In June 2008, the QAA Developmental Review (for Wales) recognised that the college's overall academic standards and the management of quality have been extended with facility to the higher education curriculum. In the report, the QAA identified four areas of best practice:

- "the college's processes for academic development, which embed strategic considerations and stakeholder engagement within a highly-developed mechanism for new programme approval";
- "the mechanisms established by the college both to raise the aspirations of learners to move on to higher education courses and to facilitate this progression";

- "the structures which the college has established to ensure engagement across academic areas and to enable staff at all levels to share experience and to reflect upon the delivery of higher education programmes'";
- "the opportunities afforded to staff to engage in a range of tailored staff development, both internally focused and focused upon the needs of individual partners".

The Vice Principal for Planning and Standards takes overall responsibility for academic leadership and quality control through a Director of Quality and Curriculum, a Quality Enhancement Officer, a Higher Education Manager, a Higher Education Development & Validation Manager, a University of Wales Academic Leader and four HE Curriculum Development Officers, who all provide extensive support and guidance to staff within Programme Areas, in terms of quality and planning. The Academic/Creative Directorate Higher Education Curriculum Development Officer further supports the development of the curriculum in this area and ensures continuous quality improvement.

The Curriculum Area Director for Academic/Creative has responsibility for academic leadership, management and quality control. The Directorate is divided into three Programme Areas and the Public and Social Policy degree is included in the General Education Programme Area. This Area is managed by a Head of Programme. In turn, the course is managed by a Programme Leader who takes responsibility for planning and quality at course level.

Each programme area in the college is also supported by a Quality Advisor, who provides advice and mentoring to course teams on the implementation of the quality procedures. The QA role also requires the sharing of good practice across the area and through cross college activities.

The quality procedures are rigorous and apply to all areas of the college, including all functional areas. For curriculum areas, the quality procedures are based upon the following activities:

- Setting targets for key performance indicators (recruitment, student opinion, attendance, retention and attainment).
- Monitoring targets through gathering evidence of performance. This includes:
  - measuring attendance levels by course/class
  - measuring retention and attainment against benchmarks and over time
- Monitoring student perceptions of the programme (the "Learner Voice") . This includes:
  - an anonymous student survey (externally administered) and benchmarked against similar UK institutions delivering HE in FE
  - module/subject evaluations
  - holding staff/student consultative meetings
  - conducting HE Learner Panels (attended by Student representatives) chaired by a Curriculum Director (Coleg Llandrillo)
  - conducting a cross college HE Focus group (attended by student representatives) chaired by the HE Manager (Coleg Llandrillo)
- Regular team meetings to discuss issues, share good practice and create action plans for improvements
- Annual classroom observations of teaching staff by managers
- Systematic monitoring of standards through internal verification and cross moderation, using college/partner HEI procedures
- Annual self assessment and action planning at course team, programme area and directorate levels
- Programme Leaders producing an Annual Monitoring and Evaluation Report (AMER, or equivalent) for HEI partners
- An annual report on the quality of Higher Education across the College submitted to the HE Quality and Academic Standards Committee
- Annual curriculum reviews analysing current and future provision, based upon market information and performance within each programme, based upon the key performance indicators.

Student representatives drawn from each academic level are elected at the start of each year of the programme and attend meetings as indicated above. Feedback, comment and queries from learners are obtained formally through regular discussion at student quality meetings, and informally through discussion related to specific issues as and when they arise.

Issues which are raised by student representatives are forwarded to the Programme Board at which decisions/actions are addressed formally and recorded in the minutes for action as appropriate.

Research and Scholarly Activity

Academic and/or Professional Expertise

The College has an established Higher Education Staff Recruitment and Development Strategy in place with the stated aims of ensuring:

- all staff who teach on HE programmes are suitably academically and vocationally qualified;
- a commitment to teaching excellence;
- all staff have recent, relevant industrial/commercial experience to ensure they are up to date with modern employment needs;
- all staff have appropriate research opportunities and to record these on their HE CVs together with their continuous professional development records;
- all staff have appropriate teaching loads which enable them to deliver high quality teaching and learning.

The college supports these stated aims by:

- providing financial support for degree and post-graduate studies via the Degree and Post-graduate support application policy contained within the Staff Development Policy;
- ensuring that all staff who teach on HE courses are appropriately qualified and are engaged in appropriate research and continuous professional development activities by carrying out Recognised Teacher Status screening via the Vice Principal – Staff/Student Operations and the HE Manager;
- providing in-house support for staff engaged in degree and post-graduate studies via the Llandrillo Research Group operated by the Library Resource Manager, Dr Andrew Eynon;
- organising an internal annual HE conference for all staff involved in HE provision, making use of specialist, leading-edge external speakers as appropriate;
- ensuring that staff undertake relevant commercial and/or industrial updating to ensure they are aware of the needs of employers;
- providing course development time for staff engaged on new courses/modules;
- giving a higher weighting to HE teaching hours to reflect the research and planning required to deliver;
- arranging exchange visits for staff with partner HEIs to share good practice;
- providing a programme of in-house HE related staff development to ensure all staff remain at the leading edge of developments and share good practice, using specialist input where appropriate;
- providing funding for staff engaged on HE courses to attend external staff development events as appropriate and identified via the appraisal or course self-assessment process.

Engagement with Subject Discipline

Coleg Llandrillo supports staff in the continuing development of their professional practice, and staff engage in internal and external staff development events. The need for particular support is identified in the annual course review and in annual individual staff Appraisals/Performance Reviews.

Activities include the review of methodologies for supporting student learning, assessment strategies and providing effective feedback to learners. Furthermore, the college actively supports the development of learning technologies through an ongoing programme of staff development led by the designated Learning Technology team. This has led to an extensive range of resources being created for the college VLE (Moodle). There is extensive provision and use of learning technologies in the classroom e.g. electronic whiteboards and video conferencing.

Many staff are members of subject associations or professional bodies and hold professional qualifications (in addition to their academic qualifications).

Knowledge and Understanding

Each year, staff are asked to update their HE CV, online via the Coleg Llandrillo Information Centre (CLIC). This online CV includes sections relating to Professional Experience in Education, Industrial & Commercial Experience, Additional Professional, Scholarly Activities and Memberships. An analysis of this information indicates that most HE staff engage in a range of scholarly activities related to the specific requirements of their course. A significant number of staff also have industrial and commercial experience of particular relevance to their course.

HE staff at Coleg Llandrillo have access to structured opportunities to maintain their knowledge of current developments in their subject area through both internal and external staff development events

Scholarly activities, engaged in by staff, include continuous reading to maintaining currency of subject/pedagogic knowledge, wider reading to expand subject, or pedagogic knowledge e.g. for the development of a new topic /module or to produce a reading list for a new module.

Best practice in professional activity is maintained through observing other professionals, professional networking, attending professional meetings, training events and conferences. In addition, staff are encouraged to attend the Improving Practice and Research Group.

Improving Practice through Scholarship Group

The group's primary function is to promote an ethos of scholarship within the College and is a sub committee of the Curriculum & Academic Standards Committee. The group's remit is to encourage staff to engage in scholarly activities through raising awareness of what scholarly activity entails i.e. professional development, industrial/commercial experience etc. The group also promotes good practice across the learning network in the areas of pedagogy, subject content, professional skills, course development and research in its widest context. It enables staff to overcome the barriers to engagement in scholarly activities.

This will lead to the creation of a repository of scholarly activity outputs (e.g. publications, teaching materials, delivering staff development, teaching practice, poster presentations, conference papers and input at staff meetings). To further promote a research ethos, the College will produce an online publication - which will be open to external contributions (e.g. FEIs, HEIs) - and showcase best practice within the institution at the annual HE conference.

Staff are encouraged and supported to attend external events to maintain the currency of their knowledge related to their discipline and their professional development in pedagogy. The college provides an annual HE Conference which focuses on a wide range of key issues related to the development of professional expertise at HE level. The college has also hosted events run by external agencies including the HE Academy and JISC. Staff are also encouraged to attend internal staff development events which are run by suitably qualified staff. Attendance at any staff development event is recorded on the HE CV.

The college VLE (Moodle) also provides staff with information directly related to the effective delivery of their programme, and the Academic Toolkit unit provides pedagogic support. This resource is updated to reflect emerging trends in the delivery of HE within an FE institution.

Particular Support for Learning

Academic Personal Tutor Support

At each level, the student cohort group will be assigned a tutor who will act as a personal tutor to each member of that group - this will be a member of the teaching staff with appropriate academic experience and knowledge of the programme. This personal tutor will advise on academic matters as well as aspects of personal welfare. In particular, the personal tutor will advise part time students on the choice of modules and the exact pathway to be selected in completing the programme.

Students are able to contact personal tutors to arrange mutually convenient individual appointments to discuss their general progress. In addition, students are seen on a formal group basis. Student contacts are recorded and kept in the students' file. Students also have access to full-time professional counsellors and the staff in Advice and Guidance at Coleg Llandrillo.

All students will receive an induction programme at Coleg Llandrillo, held in the week prior to the commencement of teaching. During this induction, students will be introduced to the various facilities

available to them and, in order to ensure that students are confident to approach the task of studying at a higher education level. Students on the Programme will also attend an induction at Glyndŵr University (Wrexham Campus), which will include induction to the Library and resource facilities available to learners of the university.

Students will be given numerous opportunities to "get-to-know each other" at induction and throughout their studies and programme social events.

All students will be given a Programme Handbook which will provide information that is specific to the award, including the structure of the award, module content, methods of assessment, assessment schedule and requirements for placement and workplace learning. This will also contain information on the teaching team and a list of key dates and assignment deadlines.

Teaching and Learning
Delivery on the programme is through a blend of lectures, seminars and tutorials. Lectures are a very effective way of delivering core material and establishing a framework for a module against which other material can be set. Students will be made aware of the content of each module and issued with a list of the topics to be covered as well as sources of additional material (essential and recommended reading) via each module handbook. Members of the teaching team present lecture material in an effective and stimulating manner. To facilitate this, staff use multi-media equipment. Visiting speakers with relevant experience are also invited to address the students to complement the teaching on the programme.

Seminar sessions enable the students to explore areas in further depth and contribute to debate. Student-led seminars (with tutor support) enable students to learn effective ways of working as a team to investigate and disseminate information to others.

Tutorials are used in several ways within the programme, for example:
- to expand upon and consolidate material covered in lectures through an enquiry-driven problem solving approach;
- as an opportunity to reflect, discuss and develop subject material;
- to embed employability skills;
- to undertake remedial work to overcome any deficiencies in a student's background knowledge.

Learner Experience
Coleg Llandrillo will ensure that all students on the BA Public and Social Policy receive a learning experience that is comparable to that received at Glyndŵr University, by offering the following:
- enabling the students to attend Glyndŵr University's Induction Programme at the Wrexham Campus;
- providing full access to Glyndŵr University's resources;
- providing full access to the University's Appeals' Procedures;
- arranging visits from Glyndŵr University's staff to contribute to the programme.

Support for Learning :

Advice and Guidance
The Student Services Team in the Advice & Guidance Centre is available to provide impartial information about study and careers options to help learners make the right choices. Coleg Llandrillo has a dedicated Higher Education Adviser. Staff are also available to speak to learners about careers, compiling CVs and improving interview skills/techniques etc.

Careers Service
Coleg Llandrillo operates a careers and advisory service, and has close links with the GoWales Team at Glyndŵr University.

Child Care
Coleg Llandrillo has a Childcare Centre for children aged four months to four years. If there is no space available, the college can help HE students to find a registered childcare provider. There may also be funds available to help towards the cost of childcare.

Financial Advice

Advisers are available to help students access the latest information on financial matters, including bursaries, grants and student loans.

IT Facilities
The College's libraries, IT workshops and many of the teaching rooms provide access to IT facilities. These include the latest technology and software, including Moodle and learners are provided with an email account with full internet access. Students are able to access the internet via Wi-Fi in designated areas of the college. Moodle is an important medium for adding value to learning and teaching. Essentially, using this facility enables students to complement their lecturer/tutorial learning with on-line information and participative learning tools. Moodle is used extensively on all HE courses as both a learning resource and as a means of communication with students. Its continued use will underpin this proposed degree programme.

Library
The Library Information Centre received a Grade One (Gold Award) from the Council for Learning Resources in Colleges in May 2005, the first FE College in Wales to achieve this accolade.

The college is a member of Linc y Gogledd, a partnership with Glyndwr and Bangor Universities and the Public Library Services of Gwynedd, Ynys Mon, Flintshire, Denbighshire and Conwy. This partnership gives students access to additional resources including the University of Wales catalogue and resources in the public libraries and other local FE colleges. The library also provides access to a wide range of electronic resources including e-books and e-journals which can be accessed off campus. The incorporation of the IT Workshop into the library building has enabled greater integration of facilities, and the facility hosts the video conferencing suite for staff and students.

Library facilities are available at all the college's sites, providing access to an extensive stock of books and journals. Coleg Llandrillo library resources can be accessed remotely online and access to external resources is also arranged for specific courses.

Student Welfare
The institution's Student Welfare Co-ordinators provide confidential advice on a range of personal issues, from finding accommodation to counselling services.

Study Skills
The College's Learning Support staff can provide help with English, Maths and Study Skills if learners require help. In addition to the services offered at Coleg Llandrillo, students are also entitled to access the full range of student services available at Glyndŵr University, including:

- Student Funding and Welfare
- Counselling and Wellbeing
- DisAbility Team
- Assessment Centre
- Irlen Centre
- Library and Study Facilities

Equality and Diversity

The College recognises the value of each member of its community, the contribution to the enrichment of College life made by students, staff, clients and governors and the equality of such a contribution.

Coleg Llandrillo is committed to offering an education service which provides equality of opportunity to all and freedom from discrimination on grounds of gender, language, race, religious beliefs, ethnicity, age, HIV Aids, disability, social class or sexual orientation. Coleg Llandrillo also acknowledges the need to protect freedom of speech, within the law.

This Policy is intended to actively combat discrimination, raise awareness and provide guidelines for students, staff, governors, employers and other stakeholders. It seeks to promote social inclusion, encourage widening participation and ensure equality of opportunity within a bilingual context as detailed in the College's Welsh Language Scheme.

This Policy is subject to review on a biennial basis and has been written within the legal framework of:

The Sex Discrimination Act (1975)	The Race Relations Act (1976)
The Race Relations Amendment Act (2000)	The Employment Equality (SO) Reg 2003
The Disability Discrimination Act (1995)	The Sex (Gender Re-designation) Reg. 99
The Welsh Language Act (1993)	Employment Equality (Religious Belief) Regs 2003
The Human Rights Act (1998)	Age Discrimination Regulations (October 2006)

Students with Additional Learning Needs and/or Disabilities

Coleg Llandrillo welcomes students with disabilities and specific needs and is committed to improving facilities and providing individual support for learning to all students within its widening participation programme.

The College aims to provide equality of opportunity for all our students and aims to provide the resources required by students with specific needs.