

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

Post Graduate Certificate Emergency Practitioner

Internal Programme Title(s) (if different to the title on the certificate)

Programme to be included in Graduation Ceremonies

(Please indicate by deleting yes or no)

Yes

Delivery period

Quality team to complete post-validation

Intake points

September

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Wrexham Glyndwr University
Location of delivery
Plas Coch
Faculty/Department
Faculty of Social and Life Sciences
Exit awards available
Post Graduate Certificate
Professional, Statutory or Regulatory Body (PSRB) accreditation
No PSRB
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.
N/A
HECoS codes
100260.
UCAS code
Relevant QAA subject benchmark statement/s

QAA 2020 Masters Degree Characteristics Statements
 QAA(2014) UK Quality Code for Higher Education (Part A: Setting and Maintaining Academic Standards – The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies

Mode of study

Part time

Normal length of study for each mode of study

Transitional arrangements for re-validated provision if applicable

There is no transition as it is a new programme of study

The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others*)

General Regulations and Definitions

Regulations for Taught master's degrees

Language Admissions Policy

OFFICE USE ONLY

Date of validation event:	2 nd August 2022
Date of approval by Academic Board:	8 th August 2022
Approved Validation Period:	September 2022-26 5 years
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

The entry requirements for the Post Graduate Certificate Emergency Practitioner are drawn up in accordance with the University's regulations. Candidates will need to hold a minimum of a diploma in a discipline cognate to their professional qualification or hold a non-graduate qualification, which the university has deemed to be of a satisfactory standard for the purpose of postgraduate admission. In addition, because of the requirement for practice-based learning, all students should be working in a role which requires them to meet the learning outcomes of the programme. i.e., Working as in a Emergency department, Minor Injuries Units, Walk in Centres and Urgent Care Centres. This programme is viewed as a tripartite commitment between the Higher Education Institution (HEI), the service employer, and the student. To that effect, employers are asked to commit to ensuring protected practice time, and identification of a clinical mentor where relevant, to assess learning outcomes in practice, prior to admission to the programme.

To be accepted onto the programme the students must:

The student must Hold current registration with the Nursing and Midwifery Council (NMC) or Health and Care Professionals Council (HCPC)

Have a minimum of two years post registration clinical experience

Have a nominated clinical mentor in practice

Non Standard entry criteria

Students will normally be expected to enrol on this programme following acceptance onto the Post Graduate programme of study.

Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below. This will be 2/3 of the programme, therefore 40 credits for this 60 credit programme. Please note, if a student has been awarded credits through the RPL/RPEL procedure, they will not be eligible for the award of a Merit or Distinction.

DBS Requirements

DBS checks are required for applicants on the programme. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University. All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS. Normally this is undertaken with students current employer, however individual WGU DBS checks will be undertaken when not in place with employer clearance undertaken by Glyndŵr University. The type and level of DBS check required will be confirmed during the DBS application process. Failure to declare a conviction, which is subsequently revealed by a DBS check, may result in exclusion from the programme. The nature of declared convictions is taken into consideration following policy and procedure for considering admission to the university for programmes requiring a DBS check and from candidates with a criminal conviction. In line with the university disciplinary procedure for all students who are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

Suitability for Practice Procedure

The Suitability for Practice Procedure will apply to the programme. This procedure applies to students enrolled on a programme of study who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress, toward an award and toward professional recognition. All the Post graduate Certificate students are engaged within professional practice and are subject to PSRB requirements adhering to codes of conduct. Therefore, any student who falls below the 6 standards of behaviour and practice expected of them may be referred to Suitability for Practice scrutiny.

Aims of the programme

The overall aim of the programme is to prepare the emergency practitioner for their autonomous role in their chosen setting in the Emergency Department, Minor Injuries Unit, Urgent Care Centre or within the ambulance service. The programme will prepare the practitioner to develop professional practice, to ensure service improvement and innovation and to develop the practitioners competence and confidence to deliver autonomous care to both minor injury and illness presentations in a variety of settings. The definition of an emergency practitioner is a registered Health Care Professional who has undertaken specific additional training to assess, diagnose and prescribe treatment for patients who present with minor injuries and or illness. (Royal College of Nursing 2017)

The United Kingdom Urgent and Emergency care settings have had emergency practitioners since the 1980's, but there has been a lack of consensus regarding their educational support (Bagley 2018). The programme aims to standardise the education with contemporary health care provision in mind.

The Welsh government have asked all the health boards to embed the Six Goals of Urgent and Emergency care (2021) and the emergency practitioner will play a part in this. It sets out expectations for health, social care, independent and third sector partners for the delivery of the right care, in the right place, first time for physical and mental health.

The six goals for urgent and emergency care are

- Co-ordination planning and support for populations at greater risk of needing urgent or emergency care
- Home first approach and reduce the risk of readmission
- Signposting people with urgent care needs to the right place, first time
- Optimal hospital care and discharge practice from the point of admission
- Rapid response in a physical or mental health crisis
- Clinically safe alternatives to admission to hospital.

To drive this positive change in emergency and urgent care, there requires a focused and strategic approach to developing the services, standardising the services, knowledge sharing, collaborating, and providing effective leadership.

A key part of this is the education and training of the autonomous emergency practitioners to be able to take on the patients, who will be redirected from the emergency departments to the clinically safe alternative. Please see the full document below in a hyperlink:

<https://gov.wales/six-goals-urgent-and-emergency-care-policy-handbook-2021-2026>

Distinctive features of the programme

The programme was developed by a collaborative approach working closely with the clinicians in the local health board to ensure it was relevant, contemporary and evidence based. A spiral curriculum will be adopted, aiming to continuously build on core skills,

moving the student from simpler to more abstract subjects and concepts, thus informing clinical decisions in increasingly complex practice situations. During the programme, the emergency practitioners will move from novice towards expert (Benner, 1984), becoming confident, competent and accountable decision-makers. The Emergency practitioner professional practice and service improvement will be taught as a long thin module across the academic year, but will be assessed at the end of the year.

Credit Accumulation and exit awards

Successful Completion of the 3 20 credits modules will result in Post graduate certificate Emergency Practitioner Level 7 – 60 credits.

Students who are unable to achieve the full 60 credits will be provided with a transcript showing the credits achieved.

Programme Structure Diagram, including delivery schedule

Part-time delivery

Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
NHS7D9	Emergency Practitioner Professional Practice and Service Improvement	20	core	Long thin module over all three semesters	Y1
NHS7D1	Minor Injuries Assessment and Management	20	core	2	Y1
NHS7B6	Minor illness Assessment and Management	20	core	3	Y1

Intended learning outcomes of the programme

The overall aim Of the Post Graduate Certificate is to enable the Emergency Practitioner:

- To consolidate any prior learning as an emergency practitioner and to prepare them to go into an autonomous role.
- To develop disciplined critical thinking skills to assess and contribute to the Emergency Practitioner Field of Practice.
- To enable the Emergency Practitioner to demonstrate their advancing competency within the emergency care settings.
- To develop a process of enquiry, which runs through the programme.
- To work towards quality and service improvement to enrich the emergency practitioners research and development.

Knowledge and Understanding

Level 7	
A1	Demonstrate a systematic understanding of biological, physiological, psychological, sociological and socio-political knowledge to justify and underpin autonomous emergency practice. In the biological sciences as it pertains to human physiology and pathophysiology in order to enable them to initially assess and manage a range of conditions; .of theories drawn from the behavioural and social sciences that will enable them to understand and care effectively, ethically and sensitively with patients from diverse cultural and socio-economic backgrounds; of theories pertaining to decision making in professional practice; of the theory and practice of health promotion
A2	Utilise a comprehensive knowledge and understanding of techniques applicable to research, of research planning, execution and reporting and autonomous emergency practice scholarship to investigate clinical practice; demonstrating a critical awareness of current problems and/or new insights informed by the current evidence base, practice experience and scholarly enquiry
A3	Synthesise and apply knowledge to solve practice problems and to form safe and effective solutions within the emergency care setting. Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of the emergency practitioner.
A4	Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of the emergency practitioner

Intellectual Skills

Level 7	
B1	Deal with issues both systematically and creatively, make sound judgements, possibly in the absence of complete data, and communicate their conclusions clearly to professional and non- professional individuals/groups.
B2	Demonstrate self-direction and originality in tackling and solving problems
B3	Analyse critically the theoretical, research and practice underpinnings of emergency nursing as a means of developing their professional knowledge and understanding, and developing new skills to a higher level

Subject Skills

Level 7	
C1	Demonstrate competence in the skills required to carry out an initial assessment and carry out technical procedures required in the treatment of patients/clients in the emergency setting.
C2	Demonstrate a high level of inter-personal communication skills
C3	Demonstrate the research skills to propose and execute a systematic process of enquiry into an area of the emergency practitioner
C4	Exercise initiative and personal responsibility

Practical, Professional and Employability Skills

Level 7	
D1	Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work
D2	Exercise a reflexive capacity by the recognition of 'self' and 'others' in considering issues in emergency nursing, Demonstrate effective reflective practice skills within a professional /research setting
D3	Demonstrate independent learning ability required for continuing professional development within emergency care
D4	Make decisions using available evidence and be able to provide a sound rationale for those decisions

The Learning and Teaching Strategy

The learning and teaching strategy for the programme has been developed with relevant QAA subject benchmark statements, WGU's Strategy for Supporting Student Learning and Achievement (SSSLA), and the Active Learning Framework (ALF). The SSSLA sets out the intentions, ambitions, and implementation plan in relation to the University's approach to teaching, learning and the development of the academic portfolio. The learning and teaching strategy will recognise, reward, and further support the development of great teaching. The aim is to balance high challenge, with commensurate support for our students, providing a truly blended learning experience. The learning and teaching strategy aims to foster a student centred, creative approach, which will enhance the capabilities and employability of practitioners. As students taking this programme will be registered health care professionals, it is essential that the approach to learning and teaching used throughout reflects and builds upon students' prior learning and clinical experience. It will continue to build on knowledge gained by these emergency practitioners and because of the strong practice element in the programme, they must be able to provide evidence of competence in practice, be able to teach others, contribute to the innovation and research agenda within the rapidly evolving healthcare context.

The spiral curriculum will build on knowledge previously gained, whilst simultaneously building the student's confidence and competence, the spiral curriculum affords the opportunity to revisit prior learning and to develop this in increasingly complex contexts. This design affords an opportunity to revisit and consolidate learning to the benefit of the student (Coelho and Moles, 2016) and works well where there needs to be integration of different theoretical foundations into practice. The spiral curriculum will weave through all practice throughout the programme, re-visiting content to ensure the student gains more detailed knowledge and understanding of topics with the opportunity to explore application with more complexity each time. This has the benefits of reinforcing information over the period of the curriculum and use prior knowledge to inform future learning rather than starting anew in each module.

According to Van Manen (1990) theory must be assimilated to inform practice; thus, reflection on practice and integration of new knowledge throughout the programme is imperative. The curriculum is planned in order to operationalise this model, with the added advantage that, as described by Woodward (2019) "In medically related education, a spiral curriculum that repeatedly exposes the students to some of the same concepts in different thematic contexts, is likely to enhance learning and the connection between different facets of the same problem" (page 19). Modo and Kinchin (2011) and Masters and Gibbs' (2007) work investigates the utility of a spiral curriculum in interdisciplinary education and online

learning, both areas of vital importance to meet the needs of today's NHS. The students on the Post Graduate Certificate Emergency Practitioner, come with some prior beliefs and assumptions about that practice. Through a process of raising awareness of the student's epistemic beliefs it is common for the student to begin to question their abilities as the programme progresses, raising what is referred to by Krewer et al (2020) as epistemic doubt. This doubt arises when individuals are confronted with information contradicting their prior assumptions; by encouraging epistemic volition to question these assumptions, the student becomes aware of their current beliefs, stays aware of their doubts, reflects upon them and devises aims/goals in place to come to a resolution strategy to address their doubt, this ideally results in a change towards advanced beliefs (Kerwer et al 2020). The spiral curriculum will serve to enhance this epistemic change by giving the student opportunity to revisit prior learning and to develop this for a new context, whilst aiding the opportunity for a resolution strategy.

The first module will introduce the emergency practitioner to the concepts of professional practice and how to make a service change in practice and will build further on the spiral model and deepen their theory to practice and ask them with their new knowledge to look at what does good quality emergency care look like and how will they bring about a service change. The student's focus is on enhancing their professional practice and quality improvement, utilising the skills learned in practice and developing the learning from previous modules, in order to consolidate their practice. The spiral curriculum will be woven through to explore the main themes of what good emergency practitioner practice looks like and delivered over the three semesters in seminar format. Nestled in will be the injuries and illness modules delivered as cross cutting themes.

Learning and teaching methods

A learning blend of campus and online delivery will be adopted. Advance HE (2019) refers to blended learning as: The balance between the classroom elements and digitally enabled activities. The flexibility inherent in this form of delivery enables teachers to rethink where and how they focus learning activity and students to develop self-directed learning skills and digital literacies. Students will be in both classroom-based lectures and on-line delivery, using flipped classrooms, scale up, discussions, seminars, workshops, tutorial sessions, together with case-based learning and simulation-based education.

Simulation Based Education

Simulation based education (SBE) is a technique, to replace or amplify real life scenarios with guided experiences that evoke or replicate, substantial aspects of the clinical

environment in a fully interactive manner. It has been endorsed as the new paradigm shift in healthcare education, to create an environment in which all aspects of practice can be critically reviewed against theoretical application (Purva & Nicklin 2018).

In the first two modules with a practice element, an experiential strategy, including observation and supervision is used to meet the module outcomes and practice competencies. SBE is a large part of the teaching strategy, and this will help the students to practice new clinical skills, enhance practice, acquire skills and improve decision-making, in a safe educational environment and alongside their support networks of clinical mentors in clinical practice. The simulation will be both in face-to-face teaching environments on campus, in simulation suites and captured in the on-line classroom and virtual learning environments with technologies that will support the Active Learning Framework.

Active Learning Framework (ALF)

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999). The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive, and teaching presence. Critical thinking and a social presence will start in the classroom or simulation suite and continue in the discussion groups. The programme team will facilitate and direct the course of study to build the community of enquiry. The Moodle café/discussion forums, case study groups, evidence-based practice discussion groups (to support the golden thread of research), will be used for an active learning experience, which will be supported through reading, watching and discussions, whilst ensuring the students through the programme, revisit their prior learning and develop this new context to reflect the spiral curriculum.

Learning Activities

It is important from the start of the programme and each subsequent module undertaken, that the expectations of both the students and staff facilitating the module are clear from the outset. The Moodle virtual learning environment (VLE) will be utilized to clearly structure the learning episode, with the learning outcomes evident and expectations clear from the outset. The purpose of all materials and activities will be made clear with the use of focused signposting, and care will be taken to ensure that all activities, that the students are requested to undertake contribute to the current learning journey and are linked to the

module learning outcomes. Any recorded sessions will be made available on the VLE for all students. This will ensure that students are able to revisit content to enhance learning and understanding and ensure equity of access to the overall learning experience.

Tutorials and Supervision

Personal and module tutorials and dissertation supervision will take place on a face-to-face and/or online basis. Suitable platforms will be used to facilitate contact between staff and students, where students or staff are unable to physically attend the University. Tutorials and supervision will be an important aspect of the programme to facilitate student engagement, progress, and feeding forward into the subsequent modules. The expectations regarding this will be made clear to students during the induction.

Personalised Support

Clinical mentors will support students in practice, assessing relevant student competencies, providing evidence of supervision and discussion within the portfolio. Supervisors in practice will sign that a student has achieved the relevant competencies/outcomes identified in the portfolio from a practice perspective or a rationale if not achieved. Support will be available with the personal tutor in university to provide pastoral care, while wider support networks in university such as learning support tutors and other services such as counselling and chaplains are also available to meet students' individual needs.

The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities, referred to as the Glyndŵr Graduate Framework.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

Work based/placement learning statement

Where assessment of practice-based learning is required, formal arrangements for ensuring quality are in place.

These are:

- Formal preparation of clinical mentors for mentoring and assessing students.
- Annual virtual updates of clinical mentors.
- Written information for students, clinical mentors, providing clear guidance about the practice requirements of the module. The quality of the student's practice-based learning is evaluated at the end of the learning experience. Students will be facilitated to construct learning from practice experience. In this way learning emerges from and is integrated back into practice, enabling it to be of the highest relevance to the student. When students enrol for modules, they will be provided with a module handbook and portfolio document for that module, which is centred round the module outcomes, and practice competencies. This will be an important developmental tool, supporting the spiral curriculum and guiding learning towards the achievement of learning outcomes and competencies.
- It will provide a framework with which students can be facilitated to monitor and evaluate their development throughout the programme. This approach is consistent with the programme's use of adult and experiential learning theory and philosophy (Klenowski, 2002) and enables an effective means of integrating theory and practice. Clinical Mentors will be qualified as per NMC/ HCPC standards for practice assessment/supervision. Mentors are critical friends of appropriate expertise and qualification to support the student in practice. Mentors are chosen following discussion with the student's personal tutor to ensure they are appropriate, suitably qualified and in a position of seniority to support the student. Clinical mentors will support students in practice (see individual modules for practice hours required) assessing relevant student competencies, providing evidence of supervision and discussion within the portfolio. Clinical mentors will sign that a student has achieved the relevant competencies/outcomes identified in the portfolio from a practice perspective.

Welsh medium provision

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

Welsh Language/Welsh landscape considerations

The Welsh Language standards, issued by the Welsh Language Commissioner (2019), will be carefully considered throughout the programme. Additionally, they will be approved by the University Welsh Language Champion to ensure equity throughout.

- Many of our students will be working in Wales, with support from practitioners from the Health Boards/Trusts, thereby benefitting from Welsh vocational opportunities.
- We will ensure that Welsh speaking staff on the post-graduate team are available to act as personal tutors as requested. This enables us to support Welsh speaking students in their first language.
- Teaching of simulation-based education may also, with notice, have a Welsh speaker available. The simulation uniforms clearly identify those instructors who are Welsh speakers.

Assessment strategy

Innovative Assessment

Over the course of the programme, students will develop a comprehensive portfolio, which will comprise of developments in competency and confidence to work in an autonomous role.

Formative Assessment

Formative feedback is provided on all modules through sampling the student's formative academic writing and through group feedback on progress. Students who are struggling to achieve academic level, particularly those lacking study skills will be referred to study skills tutors or the wider student support services. Where students are undertaking practice-based learning, portfolio development and Objective Structured Clinical Examination (OSCE) practice assessment, Clinical mentors will be expected to provide regular feedback on their student's progress and discuss with the Module Leader at the earliest opportunity, if a student is not making good progress. A tripartite action plan will be made between the clinical mentor, student and Module leader. Formative feedback dates are also applied to all practice assessments, to ensure that all students have maximum support and opportunity to meet the assessment criteria. Feedback is provided on draft work in the form of written or verbal commentary and this will normally be at least 3 weeks before submission. Work submitted for formative feedback in the week prior to the summative submission date will no longer be reviewed due to its probable near completeness.

Summative Assessment

The summative assessment strategy provides a variety of assessment methods to enable the demonstration of programme outcomes, including knowledge and understanding, intellectual and subject specific skills and transferable professional development. As identified in module specifications, assessment methods demonstrate achievement of module learning and outcomes commensurate with the award. The assessment strategy is student centred, with assessments designed so that students can select, a relevant practice focus. Assessment has also been designed to ensure that students have a feasible but relevant workload, with connections drawn between theory and practice throughout each module. To ensure equity and fairness, all assessments, including observations of practice are criterion referenced. Students will be provided with their assessment brief at the beginning of the module, to give them the maximum time to complete the assessment task. Theoretical assignments and portfolios will be marked against level 7 assessment criteria. Feedback on summative work is provided through Moodle three weeks following the hand in date.

Module code & title	Assessment type and weighting	Indicative submission date
NHS7D9 Emergency Practitioner Professional Practice and Service Improvement	Poster Presentation 50% Portfolio 50%	Sem 3 - July
NHS7D1 Minor Injuries Assessment and Management	OSCEs Pass/refer Portfolio 100%	Sem 2 - April
NHS7B6 Minor Illness Assessment and Management	Poster Presentation 100%	Sem 3 June

Assessment and award regulations

Derogations

Please access the module specification. Across all modules within the Post Graduate Certificate Emergency Practitioner programme:

There will no condonement allowed for any assessment therefore ALL elements of assessment within a module must be passed with a minimum mark 40%.

Any work submitted, however competent from an academic viewpoint which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a refer.

Students who fail to demonstrate competence or endanger patients by acts or omissions in practice may be subject to Glyndwr University Suitability for Practice Procedures as well as any invoked by their employer.

Any decision to invoke the Suitability for Practice Procedures will be taken by the Programme Leader in consultation with the Professional lead following discussion with the student, Clinical Mentor and the Service Manager.

Non Credit Bearing assessment

N/A

Accreditation

N/A

Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

Support for Students

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)

