

PROGRAMME SPECIFICATON

1	Awarding body	Glyndŵr University
2	Teaching institution	Glyndŵr University
3	Award title	FdSc Housing and Sustainable Communities
4	Final awards available	FdSc Housing and Sustainable Communities Certificate of HE in Housing and Sustainable Communities
5	Professional, Statutory or Regulatory Body (PSRB) accreditation	
	Please list any PSRBs associated with the proposal	The Chartered Institute of Housing accredited the programme in March 2014 for a period of five years.
	Accreditation available	Students who complete the FdSc are eligible for Chartered Membership of the CIH.
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)	Click here to enter text.
6	JACS3 code	K450
7	UCAS code	N/A
8	Relevant QAA subject benchmark statement/s	Housing Studies October 2014, Foundation Degree qualification benchmark May 2010
9	Other external and internal reference points used to inform the programme outcomes	CIH Expectations for Chartered Membership 2012 The Building Futures Group National Occupational Standards for Housing. Management and Leadership National Occupational Standards March 2012 Frontline Futures: New era, changing role for housing officers 2014, Housing Futures: Key Trends Shaping the Residential Market.2015 Well-being of Future Generations (Wales) Act 2015
10	Mode of study	Part time
11	Language of study	English

Office use only
 Approved 22nd June 2016

12 Criteria for admission to the programme

Standard entry criteria

UK entry qualification

Applicants for foundation degrees require 120 UCAS tariff points

International entry qualification

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

Programme specific requirements

Normally applicants must be working within a housing /housing related setting in either paid or voluntary capacity and have the agreement of their organisation to support them to gain the foundation degree. Applicants need to demonstrate that they will have completed a minimum of 400 hours practice prior to completion of the programme. All students will be interviewed as part of the admissions process. Through the interview, the team will confirm that the student's workplace or volunteer setting will allow the students to successfully fulfil the programme requirements.

Non-standard entry criteria

(e.g. industry experience)

Other learning and experience may be considered for entry to the programme. A student may be allowed entry if he or she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course.

13 Recognition of Prior (Experiential) Learning

Guidance - Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below

Programme specific requirements

None

14 Aims of the programme

The key aim of the programme is to empower individuals to operate more effectively in practice by recognising the critical role that housing plays in developing and maintaining sustainable communities.

The programme recognises that students will work in a variety of different settings and these can and have included the following: housing management, supported housing, housing advice, lettings (social and private sector), empty property management, private sector enforcement, tenant /resident involvement, housing development,

housing strategy, housing options including engagement with private landlords, homelessness, repairs and maintenance and performance/business management.

By providing a generic framework supported by a flexible work based approach to learning and assessment, the programme aims to meet the professional development needs of practitioners who are working in a role associated with the management and delivery of housing services whether it be in the public, voluntary or private sector. This will be underpinned by a learning strategy which seeks to offer them self-determination in terms of learning, and professional and personal development.

15 Distinctive features of the programme

1. Content

The curriculum has been developed to reflect the requirements of the Chartered Institute of Housing's expectations for Chartered Membership.

The inclusion of work based learning elements allow students to specialise in areas related to their own professional development needs and preferences.

2. Learning and Teaching

Assessment tasks are varied and enable students to focus on their learning needs and practice experience.

Approaches to learning and teaching allow students to share their knowledge and experience as well as developing new perspectives relating to service delivery.

The programme team have experience of working in housing and have developed links with housing organisations through consultancy and research activities.

3. The Teaching Team

The course team are passionate about ensuring that students get the best possible experience at the University and that they are well prepared to get their first job or to work more effectively in their existing job. We do this by making sure we are accessible to our students, and by making sure that our teaching and assessments relate to work and help to develop the skills and knowledge demanded by employers. The National Student Survey identified the FdSc Housing Programmes as having 100% student satisfaction levels and employability rates consistently exceed 90%.

16 Programme structure narrative

The programme will be delivered on a part time, day release basis. The duration of the Foundation Degree will normally be two calendar years. Students will start the programme at the September entry point. Trimester 1 and 2 will consist of day release taught modules. Trimester 3 will be used for students to undertake their work based learning and will not require attendance other than for individual tutorials. Assessment Boards will take place in June and September. The Work Based Learning modules will be assessed at the September Board. The remaining modules are to be assessed at the June Assessment Board.

An exit award of Certificate in Higher Education in Housing and Sustainable Communities will be available for students who successfully complete Level 4 of the programme, and who are unable, or choose not to continue with the programme.

17 Programme structure diagram

Level Four				
Trimester 1	Mod title	Social Economic and Legal Context	Mod title	Introduction to Sustainable Communities
	Mod code	HOSF401	Mod code	HOSF402
	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jane Richardson	Mod leader	Gareth Carr
Trimester 2	Mod title	Sustainable Communities and Housing Service Delivery	Mod title	Involvement, Neighbourhoods and Governance
	Mod code	HOSF405	Mod code	HOSF403
	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jane Richardson	Mod leader	Colin Stuhlfelder

Level Four				
Trimester 3	Mod title	Work Based Learning 1		
	Mod code	HOSF407		
	New/Exist	Existing		
	Credit value	40		
	Core/Opt	Core		
	Mod leader	Jane Richardson		

Level Five				
Trimester 1	Mod title	Strategic Thinking and Business Planning	Mod title	Leadership and Management
	Mod code	HOSF504	Mod code	HOSF505
	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Colin Stuhlfelder	Mod leader	Jane Richardson
Trimester 2	Mod title	Research Methods	Mod title	Planning and Developing Sustainable Communities
	Mod code	HOSF502	Mod code	HOSF506
	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jane Richardson	Mod leader	Gareth Carr

Level Five				
Trimester 3	Mod title	Work Based Learning 2		
	Mod code	HOSF503		
	New/Exist	Existing		
	Credit value	40		
	Core/Opt	Core		
	Mod leader	Jane Richardson		

18 Intended learning outcomes of the programme

Knowledge and understanding					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
A1	Identify the principles and aims underpinning sustainable communities and wellbeing and recognise the role that housing organisations play in meeting these aims.	Identify and analyse the mechanisms for planning, developing and maintaining sustainable housing.			
A2	Demonstrate knowledge of relevant financial frameworks and practices and evaluate the impact of these on service delivery.	Demonstrate knowledge of the essential components associated with designing and implementing housing research.			
A3	Identify and analyse the social, legal and regulatory framework within which housing is practiced and apply these to practice situations.	Demonstrate a knowledge of techniques and strategies associated with business management principles and practices and be able to apply these to a housing context.			
A4	Identify the pivotal role of user involvement in services and demonstrate how they incorporate this value into own practice.	Analyse the attributes of effective leadership and management and apply these to practice contexts.			
A5	Be familiar with a range of techniques used to ensure that service user needs are accurately identified and met.	Demonstrate a critical awareness of equality and diversity and be able to apply this to organisational practice.			

Knowledge and understanding					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
A6	Analyse the way in which housing services are provided, managed, maintained and regulated within the context of sustainability and wellbeing.				
A7	Demonstrate an awareness of equality and diversity and be able to apply this to organisational practice and as well applying to reflections on individual practice.				

Intellectual skills					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
B1	Analyse and interpret a range of information and apply it to particular circumstances.	Demonstrate the capacity for independent learning.			
B2	Identify and describe relevant theory underpinning housing practice.	Identify and describe relevant theory and use this as a basis for evaluating practice.			
B3	Communicate ideas in a professional manner.	Communicate ideas in a professional manner which reflects the needs of differing audiences.			

Subject skills					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
C1	Exercise personal responsibility.	Demonstrate Business Management skills appropriate to their practice: Risk Management, Business Planning, Marketing Skills, Change Management Skills, and Enterprise.			
C2	Debate the impact of housing policy on housing organisations.	Analyse the way in which policy is implemented within organisations.			
C3	Use Work Based Learning as a means to reflect on individual and organisational development opportunities.	Apply research skills to generating knowledge that supports organisational development and /or individual development.			

Practical, professional and employability skills					
	Level 4	Level 5	Level 6	Level 6 Honours Degree	Level 7
D1	Apply knowledge gained through academic studies to working practice.	Reflect upon their own professional development and draw up strategies to meet their continuing professional development, and identify and discuss the role that professional bodies can play in meeting these needs.			
D2	Reflect on how they work with individuals from different professional and organisational	Recognise the mechanisms that can sustain collaborative relationships			

	backgrounds showing respect for diversity and equality of opportunity.				
D3	Behave with integrity and apply ethical principles to practice.				

19 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	<i>Module Title</i>	<i>Core or option ?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>A6</i>	<i>A7</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	
Level 4	Social Economic and Legal Context	Core	■	■	■	□	□	□	□	■	■	■	■	■	■	■	□	□	
	Introduction to Sustainable Communities	Core	■	□	□	□	□	□	□	■	■	■	■	■	■	■	□	□	
	Sustainable Communities and Housing Service Delivery	Core	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□
	Involvement, Neighbourhoods and Governance.	Core	□	□	■	■	■	■	■	■	■	■	■	■	■	■	■	□	□
	Work Based Learning 1	Core	■	□	■	■	□	□	■	■	■	■	■	■	■	■	■	□	■
	Planning and Developing Sustainable Communities	Core	■	□	□	□	□	□	□	■	■	■	□	□	□	□	□	□	
	Leadership and Management	Core	□	□	□	■	□	□	□	■	■	■	□	□	□	■	■	□	
	Strategic Thinking and Business Planning	Core	□	□	■	□	■	□	□	■	■	■	■	■	□	□	□	□	
	Research Methods	Core	□	■	□	□	□	□	□	■	■	■	□	□	■	□	□	□	
	Work Based Learning 2	Core	□	■	□	□	□	□	□	■	■	■	□	□	■	□	□	□	

20 Learning and teaching strategy

The programme team has developed a strategic approach to delivering learning and teaching which meets the needs of the student group, enables skills development, allows for the practice application of knowledge and encourages students to become reflective practitioners and in doing so encompasses the University Key Skills for Employability.

The balance between class contact / formal teaching and directed study is detailed within the modules specifications.

Students will apply their learning to the workplace and will be encouraged, through classroom activity and assessments, to reflect on their own practice and organisational practice in order to improve their own performance as well as giving them the knowledge and confidence to contribute towards the development of organisational performance and improvement. They will also be expected to reflect on experiences within the work place and use these as a basis for learning.

Experience of delivering Housing programmes suggests that students respond better to practical teaching methods. Student feedback confirms that a valuable part of the course is the opportunity to share information and learn from each other. Furthermore employers positively value practitioners who can communicate and work effectively within teams. To this end the use of group assessment and class based group exercises have been developed to facilitate a learning community approach to learning and teaching. The purpose of this is to support students to address their learning needs, to encourage them to work effectively in a team, and to promote greater confidence in decision making.

The team recognises that the learning and teaching strategy should reflect the different practice contexts of the students. In order to achieve this the team have agreed the following strategy:

1. To ensure that the teaching methods adopted for classroom and related activity are planned to ensure that tutors use a range of examples, reflecting the diversity of experiences when explaining the application of theory to practice.
2. To ensure that group discussions, case study / problem solving activity relate to and reflect the different aspects of practice represented within the classroom.
3. Where guest lecturers are used to deliver shared modules they will be briefed by the module tutor to ensure that they are aware of the student profile and that the proposed presentation accommodates this.
4. The Work Based Learning modules will be supported by tutorial discussions between the tutor and student to ensure that the proposed learning reflects the practice needs of the student.
5. To ensure that the assessment strategy and methods of assessment are sufficiently flexible to enable students to apply and demonstrate their learning in a context which is relevant to them.

The learning and teaching methods adopted reflect the QCA /QAA descriptors in the following ways:

- Lectures are used to impart key information and show case new ways of working which will enable students to develop a sound understanding of the principles of their field of study as well as identifying new ways of working.
- Case studies, role plays and group working will be used to facilitate application of the principles more widely. They will also be used to prompt discussion and practice problem solving skills. This will also allow students to evaluate the appropriateness of different approaches to solving problems.
- Housing Research proposals allow students to demonstrate knowledge of the main methods of enquiry in housing and improve their ability to critically evaluate the appropriateness of different approaches to solving problems.
- The use of portfolios for Work Based Learning modules facilitates reflection on the qualities necessary for employment, requiring the exercise of personal responsibility and decision- making. Additionally they will allow students to identify the limits of their knowledge and skills and identify strategies for development.
- Assessments are used to facilitate learning as well as providing an indication of student achievement.
- Site visits will be used to enhance class based activities.
- Guest practitioner lectures will provide a practice perspective. This is in keeping with the current programme philosophy which places emphasis on the practical application of knowledge and skills.

21 Work based/placement learning statement

The students will use their work place as their primary learning opportunity. Therefore there is no placement element within the programme.

There are two named Work Based Learning Modules however, all of the modules within the programme have an element of work based learning as they either require students to apply their learning to their practice or provide underpinning knowledge for the two specific Work Based Learning modules.

Work Based Learning Module 1 occurs in Trimester 3 Year 1 and consists of a portfolio of student reflections relating to their role within the organisation, their interactions with customers and stakeholders and inter professional working, leading to the development of an action plan.

Work Based Learning Module 2 occurs in Trimester 3 of Year 2 and consists of two parts. Part 1 requires students to reflect on their professional development and to produce a CPD plan. Part 2 requires students to undertake a small research project related to their practice or to wider housing policy.

Consideration must be given to circumstances where the students learning environment may no longer be available. In such circumstances, which it is anticipated will be rare; the programme team will use the facilities of the course to provide simulated experience for the students in question. This may change the balance within the student experience and make it a more reflective and negotiated process but will still fall within the dimensions of Work Based Learning contained within the QAA Foundation Degree Characteristics Statement (2015).

Should this situation arise the programme will agree a specific policy for facilitating learning. The nature of this agreement will vary according to the circumstances of the individual and may include a combination of simulation, site visits, observations, reflective activity and shadowing.

The key support provided to students for their work based learning will be their named work based learning tutor who will agree individual tutorials with students.

Student feedback will be gathered through questionnaires at the end of the module. Feedback to date indicates that students are satisfied with the level of support provided.

Student responsibilities

All students in undertaking work based learning will have a responsibility to themselves, to their employers, and to any organisation affording them a work based learning opportunity. All students will be advised about the need for confidentiality both in discovering and reporting on documents. Confidentiality has to be considered in two contexts. Individual details must not be identified in any documents to preserve the individual's right to privacy under the Data Protection Act 1998. In addition any material of a sensitive nature may not be used. Issues of confidentiality and ethical working will be addressed within the Work Based Learning modules and in the Housing Research Modules. Additionally, a section in the programme handbook will provide guidance and direction on this issue. This will be reinforced with the inclusion of a specific assessment criterion.

Student Support

The key support provided to students for their work based learning will be their named work based learning module leader who will agree individual tutorials with students.

Student feedback will be gathered through questionnaires at the end of the module. Feedback to date indicates that students are satisfied with the level of support provided.

22 Welsh medium provision

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

23 Assessment strategy

The programme team are committed to delivering an assessment strategy which is student centred, reflects the requirements of housing practice and offers opportunities

for students to reflect on their own working practice as well as that of housing organisations. The strategy reflects the QAA Subject Benchmark statement for Housing Studies (2014) and the Glyndŵr University Assessment for Learning: Guiding principles for good practice.

The programme provides opportunities for formative, diagnostic and summative feedback. The assessment methods used reflect the needs of the student group and allows for the knowledge and learning outcomes of the programme to be tested as well as allowing for the development and assessment of practical and transferable skills.

There is a commitment to enable students to focus on their own learning needs and to use assessment as a means for evaluating their own practice, analysing their organisational practice and where possible to synthesise work based learning and university learning.

Where assessed group work is undertaken, students will be expected, through the production of meeting notes and action plans, to demonstrate that they have contributed equally to the task. In all cases, group assessment will account for no more than 20% of the overall module assessment.

Grading

Assessment will be graded using the suggested criteria grid detailed within Glyndŵr University's Assessment Guidance Handbook the criteria will be contextualised for each assessment. All work will be assessed by tutors at Glyndŵr University. Students will receive written feedback within the target times set out by Glyndŵr University. Formative assessment of Work Based Learning will take place through the submission of drafts and tutorial discussions.

Plagiarism

Where practicable, Turnitin will be used a tool to support students to develop their academic writing style as well as to detect plagiarism or collaboration.

Double Marking and Moderation

All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with Glyndŵr University's Regulatory Requirements.

Extenuating Circumstances and Deadlines for Submission

Students will be given a schedule of assessment submission dates for the year. They will be informed of the penalties which apply for non-submission. Students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Social Economic and Legal Context HOSF401	50%Portfolio 50% Report	2,000 2,000	T1 W18 T1 W26
Introduction to Sustainable Communities HOSF 402	20% Coursework Group Assignment. 80% Coursework	15 Minute presentation 2,000 word essay	T1 W16 T1 W 25
Involvement, Neighbourhoods and Governance HOSF 403	20% Coursework Group Project 80% Case Study	2,000 2,000	T2 W34 T2 W43
Sustainable Communities and Housing Service Delivery HOSF 405	20% Group Presentation 80% Coursework	20 mins 3,000	T2 W33 T2 W43
Work Based Learning 1 HOSF407	100% Portfolio	8,000	T3 W3
Strategic Thinking and Business Planning HOSF504	30% Individual presentation 70% Coursework	1,500 2,500	T1 W18 T1 W26
Leadership and Management HOSF505	100% Portfolio	4,000	T1 W26
Planning and Developing Sustainable Communities HOSF506	100% Coursework	4,000	T2 W43
Research Methods HOSF502	20% Report 80% Research Proposal	1,000 3,000	T2 W43
Work Based Learning 2 HOSF503	40% CPD Plan 60% Research	3,000 5,000	T3W3

24 Assessment regulations

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

Derogations

A derogation from regulations has been requested for HOSF407 Work Based Learning 1. Please see attached Derogation Proposal Form

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

N/A

25 Programme Management

Programme leader

Jane Richardson

Programme team

Dr Gareth Carr

Dr Colin Stuhlfelder

Dave Cheesbrough

Louise Duff

Quality management

The Programme Leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook.

Each module will be assigned to a named module leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, the professional body, external examiners and employers. Specific methods used for consulting students include the completion of Module Evaluation Questionnaires, Staff Student Consultative Committees and end of year group feedback sessions. The outcomes of this report are scrutinised and agreed at Programme Level with subsequent monitoring and review being formalised through the School Board and the Standards and Quality Committee.

Feedback will be provided to students in the following ways:

- Minutes and responses to SSCC's will be posted on the VLE.
- External Examiner reports and any associated actions arising will be presented to students in the November SSCC.
- An overview of the draft AMR and associated actions will be presented to the SSCC in November.
- An update on achievement of AMR Action plans will be provided in the March SSCC.

The Programme team meet monthly in order to monitor programme performance. Issues discussed include recruitment and retention, student feedback, assessment calendars approaches to teaching and learning, coordination of site visits and guest lecture plans. Peer observation is undertaken and this includes classroom based observation as well as peer review of marking, assessment and feedback.

Whilst the Programme Leader is responsible for day to day management of the programme, Personal Tutors will ensure the welfare and development of each student on the programme throughout their period of study.

The Built Environment Employers and Practitioners Forum is available to advise on vocational relevance, employability issues, currency of curriculum content and a range of professional practice issues that are associated with accreditation and this is facilitated through a programme of breakfast meetings.

Two external examiners are appointed. One will be an academic the other will be a practitioner who has Chartered membership of the CIH.

Research and scholarship activity

The team are committed to ensuring that their knowledge remains current and relevant to changing practice. Additionally they ensure that they reflect on and develop their teaching practice through engagement teaching related CPD. The section below provides a brief outline of activities undertaken across the team.

Professional Body Requirements:

As members of their respective professional bodies, the programme team are committed to undertaking a minimum level of CPD.

Research and Consultancy Activity:

Collectively the team are active in undertaking a range of activity which has underpinned their teaching. This includes;

- Completion of PhD focusing on the development of Housing for the working classes
- Undertaking a Professional Doctorate relating to the Development of a Common approach to Accessing Social Housing.2011-2016
- Completion of Local Housing Market Assessments for 4 Local Authorities
- Completion of Local Housing Strategy for 2 Local Authorities
- A Review of a Community Facilities on behalf of the Community Council. 2012
- A review of Single Pathway to Supported Housing 2014/15

Other External Activity.

Membership of Housing Association Boards

ERASMUS visits

Charing Partnership Steering Group – Single access routes to Housing

Presentation at Conferences

Teaching Related Activity

External examiners on related programmes

Assessors on Professional Body Panels

Engagement in Peer Observation

Membership of the HE Academy

26 Learning support

Institutional level support for students

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

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

School support for students

All students will be provided with a personal tutor and will have opportunities to discuss opportunities for personal development planning.

Programme specific support for students

On the individual level, students will be supported in their learning in the following ways:

- Students will be provided with a programme handbook which details their programme of study and signposts them to University level support mechanisms, policies and regulations.
- Student academic support needs will be met in the following ways.
 - Individual tutorials with academic tutors to identify individual learning needs and aspirations which will then be monitored throughout the programme.
 - Where necessary the team will make reasonable adjustments to assessments in order to reflect the needs of students with support needs.
 - Tutors will use the VLE as a repository for course material and are actively engaging in developing opportunities to use this to provide feedback to students, promote online discussion and promote a VLE academic community.
 - The VLE is a critical resource for this programme as the rapidly changing nature of housing policy means that updated text books are not readily available. Therefore the VLE is used to signpost students to the latest policy documents, statute case law and good practice examples.
 - Pastoral support will be provided by a named personal tutor who will remain with them for the duration of their study. Should a student wish

to change their personal tutor during their period of study this can be accommodated.

- The University study skills tutor will be available to support and guide to students for on-going individual and/or small group support on a self-referral basis throughout the year including the summer period.
- Induction programmes will include Study Skills and IT and the VLE.
- Each programme of study will have arrangements in place for a programme student representative. This representative will be invited to attend Programme meetings and where appropriate, relevant Institutional Meetings

27 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 policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.