

## PART TWO PROGRAMME SPECIFICATON

**MSc Health Sciences**  
**MSc Health Sciences (Therapies)**  
**MSc Health Sciences (Healthcare Leadership)**

**1 Awarding body**

Glyndŵr University

**2 Programme delivered by**

Glyndŵr University

**3 Location of delivery**

Plas Coch Campus, Optic St Asaph

**4 School/Department**

School of Social and Life Sciences

**5 Exit awards available**

Post Graduate Diploma Health Sciences  
Post Graduate Diploma (Therapies)  
Post Graduate Diploma (Healthcare Leadership)  
Post Graduate Certificate Health Sciences

**6 Professional, Statutory or Regulatory Body (PSRB) accreditation**

The PSRB requirements associated with this award are related to non-medical prescribing modules and to the Learning and Teaching in Practice and Mentorship in Practice Modules. These have undergone separate approval events with the Nursing and Midwifery Council (NMC), while the prescribing modules have undergone approval events with the NMC, the General Pharmaceutical Council (GPhC) and with The Health and Care Professions Council (HCPC). Module outcomes were mapped to the specific PSRB requirement. For this reason, PSRB mapping for Non-Medical Prescribing, Learning and Teaching in Practice and Mentorship in Practice Modules has not been included in this document.

**7 Accreditation available**

V300 Non-medical Prescribing, Learning and Teaching in Practice, Mentorship in Practice Modules

**8 Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**

Students must undertake a Non-medical prescribing, Learning and Teaching in Practice or Mentorship in Practice module as an optional module in order to obtain accreditation.

**9 JACS3 code**

B700

**10 UCAS code**

N/A Direct Application

11	<b>Relevant QAA subject benchmark statement/s</b>	There is no nursing, pharmacy or allied health professional Subject Benchmark Statement relevant to these Masters levels programmes. Students have met Subject Benchmark requirements on qualification/registration in their professional fields. The programme is mapped to QAA FHEQ (2014) and core module outcomes are mapped to award outcomes.
12	<b>Other external and internal reference points used to inform the programme outcomes</b>	Nursing and Midwifery Council standards for certain modules within the programme (identified in the appendix)
13	<b>Mode of study</b>	Part time
14	<b>Normal length of study</b>	Three years part time
15	<b>Maximum length of study</b>	Five years part time
16	<b>Language of study</b>	English

## 17 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy <https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) 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 <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

The entry requirements for the Masters Framework in Health Sciences are drawn up in accordance with the University's regulations.

a) A candidate must satisfy one, or combination, of the following conditions;

Hold one of the following prior to commencement of the Programme:

- i) An initial honours degree of Glyndŵr University or another approved degree awarding body.
- ii) A non-graduate qualification, which the University deems to be of satisfactory standard for the purpose of post-graduate admission.
- iii) Have relevant work experience at a senior level that is deemed to compensate the lack of formal qualifications **and** have held a position of management responsibility within the or health or social care sectors for a minimum of three years within the previous five years

b) In a case where there is lack of clarity or need to gain deeper insight into a candidate's suitability for the programme of study an informal interview with the candidate may be held, which may be undertaken via Skype or other distance communication technology. This will allow the candidate an opportunity to provide evidence to the satisfaction of the interview panel of his/her ability to complete academic work of the required standard in the subject area and to complete successfully the scheme of study proposed.

Prospective students may also apply for the Recognition of Prior Learning (RPL) against specific modules in accordance with Glyndŵr University regulations.

### DBS Requirements

Students undertaking a *clinical placement* that entails working in an area other than their usual place of work as part of any optional module must obtain a relevant DBS. Students undertaking a clinical placement may be working with patients and vulnerable people and may also work with children. Therefore, they must obtain an enhanced disclosure.

### Non-standard entry criteria and programme specific requirements

The following option modules have their own additional entry requirements:

- Mentorship in Practice
- Learning and Teaching in Practice
- Independent or Supplementary Prescribing
- Clinical Assessment

These will require employer support. For Independent or Supplementary Prescribing and Clinical Assessment modules, students will also be required to have an interview as part of the admissions process.

Entry requirements per module: Please see Appendix II

## 18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance

with the University General Regulations. Any programme specific restrictions are outlined below

### Programme specific restrictions

Nil

## 19 Aims of the programme

The overall aim of the Master of Science (MSc) Health Sciences framework is to provide comprehensive flexible programmes at postgraduate level for students seeking to develop or diversify their career within the broad field of health sciences. The framework also provides a range of routes through it to enable the development of specialist knowledge and the opportunity to meet the vocational aims of practitioners within clinical and other health related disciplines. The framework aims generally to enable students to:

- Develop a systematic knowledge and critical understanding of healthcare from a global perspective.
- Demonstrate transferable skills necessary to be able to make decisions that require the exercise of personal autonomy, including initiative, problem solving, leadership and reflexive capacity in complex and or unpredictable situations.
- Evidence a critical awareness of current problems and/or new insights, some of which are at, or informed by, the forefront of the academic disciplines of healthcare sciences.
- Comprehensively discuss and provide critical comments on research evidence and scholarship within areas of health and healthcare sciences.

## 20 Distinctive features of the programme

The Master of Science (MSc) Health Sciences framework offers a flexible programme with generic and named routes to cater for the learning and personal/professional development needs of individuals working within a health perspective. It is distinctive in that it provides a balance of generality and specificity of content to cater for a wide range of student educational needs. It seeks to encourage inter-professional practice by being open to members of different health and healthcare professionals within an academic community. The programme is taught by a highly experienced team of academic health professionals with a range of subject and research expertise, many of whom are engaged in national networks, external peer review and consultancy within the field of Health of Sciences.

The underpinning philosophy of the programme recognises that health and health care are human experiences which are mediated by individual, social and global contexts and that practitioners within this field need to develop reflexive, evidence and values based approaches to meet the health and health care needs of individuals, communities and wider society. Core modules within the programme therefore enable students to actively engage in the discourses surrounding the concepts of health and its representations (QAA, 2008) and to critically apply their understanding to their own field of health work or healthcare practice. This ensures whatever route is taken through the programme all students successfully completing it will be thoroughly grounded in ethical and reflective practice, have a sound research knowledge base

and be prepared as leaders. This will appeal strongly to potential and current employers seeking to enhance the skill set of their teams to improve care or diversify elements of provision to meet the constantly changing demands of health policy and practice, locally, nationally and globally. Named routes which build on the core by route specific modules provide the specificity required by practitioners and employers to meet defined areas of healthcare need.

### **MSc Health Sciences (Generic Route)**

The generic route has been designed to allow maximum flexibility for students by allowing 60 credits of options and will appeal to those who wish to develop at an advanced level, a broad base of knowledge with the flexibility to include optional modules in areas of personal interest and allow the RPL of relevant modules into the framework. As such it allows a bespoke programme to be followed tailored to the individual needs of the student while having sufficient general elements to provide a coherent programme for the award of an MSc in Health Sciences.

### **MSc Health Sciences (Healthcare Leadership)**

The route aims to enable experienced professionals to develop a critical awareness of contemporary leadership issues in healthcare, critically debate strategies that facilitate problem solving and develop leadership potential and innovation in order to drive the future of healthcare. It has been designed in response to the current demand for effective leadership in the National HealthCare System but the principles explored are applicable globally. The importance of effective leadership cannot be undervalued as leadership impacts policy and practice in ways that are designed to meet the healthcare expectations of a society containing vulnerable groups of people. Being able to provide skilled leadership through evidence based practice is the key to building high performance teams and motivating healthcare workers to provide transformational practice. This reflects and is responsive to current government and national strategies to improve leadership potential within the healthcare sector and the recent Francis Report (2013) provides a useful forum for academic debate by exploring contemporary leadership policy, theory and research in order to fuse the theory-practice gap.

### **MSc Health Sciences (Therapies)**

The route aims to enable therapies professionals from both health and local authority to analyse contemporary evidence based practice delivery within their own profession and speciality. It has been designed in response to the current increased demand for specialist therapies professional clinical reasoning and integrative working across health and social care.

In summary, both generic and named routes on the programme are designed to enhance the employability of individuals through the in depth development of contemporary health knowledge and related transferable skills and in turn to better meet the health and healthcare needs of the populations they serve. For students on a relevant pathway and who meet the specific optional module entry requirements there is also the opportunity to achieve learning that meets professional requirements for independent or supplementary prescribing, mentorship or practice teaching.

## 21 Programme structure narrative

### Qualifications Levels within the framework.

#### **Master of Science, Health Sciences (All routes): 180 credits at level 7**

For this award students must successfully complete 180 credits including a dissertation of 15,000 words (60 L7 credits) on a topic related to their named route or in a health/healthcare related area if undertaking the generic route.

#### **Postgraduate Diploma in Health Sciences (All routes): 120 credits at level 7**

This is awarded when a student has successfully completed 120 credits in the taught element but does not wish to progress to the dissertation stage. To be eligible for a named route the student must have studied and passed the compulsory route specific modules for the route in question.

#### **Postgraduate Certificate in Health Sciences: 60 credits at level 7**

This award is not intended to be the initial principal aim of the student. It is essentially a fallback exit qualification granted when the student for whatever reason is not eligible for a Postgraduate Diploma or MSc and can be gained after successful completion of 60 credits.

### Generic and named routes

#### Generic routes:

- . MSc/PgDip Health Sciences
- . Postgraduate Certificate in Health Sciences (Exit award)

#### Named Routes:

- . MSc/PgDip Health Sciences (Healthcare Leadership)
- . MSc/PGDip Health Sciences (Therapies)

## 22 Programme structure diagram

Whatever the chosen route through the framework all students must undertake 60 credits of core curriculum modules which are detailed below. These assist the students to develop key attributes of the motivated and aspirational practitioner such as reflective problem solving capabilities, facility with the evidence base and leadership qualities

<b>Master of Health Sciences core curriculum modules</b>	
Critically exploring professional practice	20 credits at L7
Research Methods	20 credits at L7
Leadership and Professional Practice	20 credits at L7

As well as the core modules, each named award has route specific modules that must be undertaken in order to gain the intended qualification.

**Table 1. Structure of the programme showing award name, core, route specific and optional modules.**

**Post Grad Cert Health Sciences - Year One**

<b>Core Module Semester one</b>	<b>Core Module Semester one</b>	<b>Core Module Semester two</b>
Critically exploring professional practice (20) NHS7A7	Research methods (20) NHS744	Leadership & Professional Practice (20) NHS7A8

**PG Diploma Health Sciences (Generic) Two years part time - Year two -Year one as above**

<b>Optional Module(s) Semester One</b>	<b>Optional Module(s) Semester two</b>	<b>Optional Module May use semester three depending on module choice</b>
Optional module 1	Optional module 2	Optional module 3

**MSc Health Sciences (Generic) Three years part time - Years one and two as above**

<b>Core Module Semester one</b>	<b>Core Module Semester two</b>
Dissertation NHS703	Dissertation NHS703

**PG Diploma Health Sciences (Therapies) Year Two. Year one as per Post Grad Cert Health Sciences**

<b>Optional Module(s) Semester One</b>	<b>Optional Module(s) Semester two</b>	<b>Optional Module May use semester three depending on module choice</b>
Assessment and intervention in Allied Health (20) NHS7B5/7B5D	Clinical Evaluation in Allied Health (20) NHS7B3	1x 20 credit optional module

**MSc Health Sciences (Therapies) Three years part time - Dissertation year three**

<b>Core Module Semester one</b>	<b>Core Module Semester two</b>
Dissertation NHS703	Dissertation NHS703

**PG Diploma Health Sciences (Health Care Leadership) Year Two.** Year one as per Post Grad Cert Health Sciences

	<b>Optional Module(s) Semester One</b>	<b>Optional Module(s) Semester two</b>	<b>Optional Module May use semester three depending on module choice</b>
<b>Option 1</b>	Leading through caring within organizations (20) NHS753/753D	Optional module	Leading quality improvement in healthcare (20) NHS7A4S
<b>Option 2</b>	Clinical Leadership 40 credits NHS786		Leading quality improvement in healthcare (20) NHS7A4S

**MSc Health Sciences (Health Care Leadership)** Three years part time - Dissertation year three

<b>Core Module Semester one</b>	<b>Core Module Semester two</b>
Dissertation NHS703	Dissertation NHS703

**Table two: Option modules. Note: it is not permissible to choose forty credits of modules which are route specific\* if taking the MSc Health Sciences generic route.**

<p>NHS781 Chronic Disease Management (20)                      NHS7B1/NHS7B1D Health Promotion (20) or NHS7A9/7A9D Principles of Public Health (20)                      NHS759/759D Learning &amp; Teaching in Practice (20)                      NHS760/760D Mentorship in Practice (20)                      NHS736/7A6/775/HLT 704 Independent/Supplementary Prescribing (V300) (40)                      NHS758 Clinical Diagnostics (20)                      NHS7A5/7B2 Negotiated Module (20) (one or two)                      *NHS753/753D Leading through caring within organizations (20)                      *NHS7A4S Leading quality improvement in healthcare (20)                      NHS782 Clinical Pharmacology (20)                      NHS7B4/7B4D Narratives: Theory and Methods (20)                      *NHS786 Clinical Leadership (40)                      NHS777/777D Clinical Assessment (20)                      *NHS7B5/7B5D Assessment and intervention in Allied Health (20)                      *NHS7B3 Clinical Evaluation in Allied Health (20)</p>
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**Mode of attendance - Part Time:**

- MSc/PgDip Health Sciences – generic i.e. no named route
- MSc/PgDip Health Sciences (Healthcare Leadership)
- MSc/PgDip Health Sciences (Therapies)

Part time students will attend university for one day per week over the duration of the programme of study as this is particularly suited for applicants currently working in health and



healthcare practice.

## 23 Intended learning outcomes of the programme

### **Intended Learning Outcomes: Postgraduate Certificate Health Sciences**

#### **A. Knowledge and Understanding**

On completion of the **Postgraduate Certificate** students will be able to:

- A1 Critically discuss the role of individual biological, social and cultural differences in affecting health status and how these will create differences in the experience of health and well-being with reference to the evidence base in these discussions.
- A2 Analyse the diverse determinants of health and well-being at a societal and policy level and identify contemporary issues in global healthcare.
- A3 Critically appraise theoretical and professional rationales concerning healthcare interventions together with their ethical context.
- A4 Demonstrate a critical understanding of the paradigms within health research and their application to healthcare practice.

#### **B) Intellectual skills**

On completion of the **Postgraduate Certificate** students will be able to:

- B1 Critically assess theories and propose solutions to health and healthcare related issues and problems based upon research and scholarship.
- B2 Apply problem solving and decision making skills to identify, assess, plan, implement and evaluate options within the field of health and healthcare.
- B3 Articulate appreciations of the uncertainty, ambiguity and limits of knowledge in the context of health sciences.

#### **C) Subject Skills:**

On completion of the **Postgraduate Certificate** students will be able to:

- C1 Synthesize coherent arguments to engage in debate about the essentially contested concept of 'health'.
- C2 Reflect critically on the interface of individual experience of health and illness and the wider structural context in which 'health' is lived out and healthcare delivered.
- C3 Critically explore (own and others) values and beliefs underpinning the nature of professional health care practice.

**D) Practical, professional and employability skills:**

On completion of the **Postgraduate Certificate** students will be able to:

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 healthcare.

D3 Demonstrate independent learning ability required for continuing professional development.

**Intended Learning Outcomes: Postgraduate Diploma Health Sciences**

In addition to meeting the learning outcomes of the Postgraduate Certificate indicated above (A1-4, B1-3, C1-4, D1-3), on completion of the **Postgraduate Diploma** students will be able to:

**A) Knowledge and Understanding**

A5 Evidence critical awareness of contemporary professional issues and insight into the cultural, political and professional dimensions of leadership within health and social care organisations.

**B) Intellectual skills**

B4 Deal with complex issues both systematically and creatively, make sound judgements, possibly with the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences.

**C) Subject Skills**

C4 Critically evaluate current theories of leadership and management and of change management.

**D) Practical, professional and employability skills:**

D4 Make decisions in complex and unpredictable situations.

**In addition to meeting the learning outcomes for the Postgraduate Certificate and Postgraduate Diploma in Health Sciences (A1-5, B1-4, C1-4, D1-4), students who undertake a named route will be able to:**

Within the **Postgraduate Diploma Health Sciences (Healthcare Leadership)**

**A) Knowledge and Understanding**

A6 Demonstrate critically applied knowledge and problem solving skills in the leadership and management of service improvement at the point of delivery of health care within an evidence and values based framework.

Within the **Postgraduate Diploma Health Sciences (Therapies)**

**A) Knowledge and Understanding**

A7 Demonstrate critically applied knowledge of assessment, intervention and evaluation for complex client needs, making sound judgements within the boundaries of their own discipline.

A8 Articulate a critical awareness and in-depth understanding of contemporary issues in own discipline within health sciences.

**Master of Science in Health Sciences**

In addition to meeting the learning outcomes for the Postgraduate Certificate and Postgraduate Diploma in Healthcare sciences {generic and named routes} (A1-8, B1-4, C1-4, D1-4) students who achieve the MSc Healthcare Sciences will demonstrate:

**A) Knowledge and Understanding**

A9 The ability to conduct a piece of independent research which provides critical insight and analysis of a relevant health or healthcare topic.

**B) Intellectual skills**

B5 Self direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks.

## 24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.  
All modules are delivered at level 7.

### Post Graduate Certificate

<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</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>
Critically exploring Professional Practice NHS7A7	C	■	■	■	□	■	■	■	■	■	■	■	■	■
Research Methods NHS744	C	■	□	■	■	■	□	■	■	□	□	■	□	■
Leadership and Professional Practice NHS7A8	C	■	■	□	□	■	■	□	□	■	■	■	■	■

### Post Graduate Diploma Generic

<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>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Chronic Disease Management NHS781	○	■	□	■	■	■	■	■	■	■	□	□	□	■	■	■	■	■
Principles of Public Health NHS7A9/7A9D	○	■	■	□	■	■	□	□	□	■	■	■	□	□	■	■	■	■
Health Promotion NHS7B1/7B1D	○	■	■	□	■	■	■	■	□	■	■	■	□	□	■	□	■	■
Leading quality improvement in Healthcare NHS7A4S	○	□	□	□	□	■	■	□	□	■	□	■	■	■	□	□	■	■
Leading through caring within organisations NHS753/753D	○	□	□	□	□	■	■	■	□	■	□	□	■	■	□	□	■	■

<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>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Clinical Diagnostics NHS758	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning and Teaching in Practice NHS759/759D	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mentorship in Practice NHS760/760D	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Independent/Supplementary prescribing (NHS736/7A6/775/HLT704)	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Negotiated module NHS7A5	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Negotiated module NHS7B2	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical Pharmacology NHS782	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical Assessment NHS777/777D	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Narratives NHS7B4/NHS7B4D	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical Leadership NHS786	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Post Graduate Diploma (Healthcare Leadership)

<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>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Leading quality improvement in Healthcare NHS7A4S (must take at least 40 credits of highlighted modules)	O	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Leading through caring within organisations NHS753/753D	O	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clinical Leadership NHS786	O	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Chronic Disease Management NHS781	O	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Principles of Public Health NHS7A9/7A9D	O	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Health Promotion NHS7B1/7B1D	O	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clinical Diagnostics NHS758	O	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning and Teaching in Practice NHS759/759D	O	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mentorship in Practice NHS760/760D	O	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Negotiated module NHS7A5	O	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Negotiated module NHS7B2	O	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical Pharmacology NHS782	O	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical Assessment NHS777/777D	O	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Narratives NHS7B4/7B4D	O	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Post Graduate Diploma (Therapies)

<i>Module Title</i>	<i>Core or option?</i>	A1	A2	A3	A4	A5	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Critically exploring Professional Practice NHS7A7	C	■	■	■	□	□	□	□	■	■	■	□	■	■	■	□	■	■	■	□
Research Methods NHS744	C	■	□	■	■	□	□	□	■	□	■	□	■	□	□	□	■	□	■	□
Leadership and Professional Practice NHS74A8	C	■	■	□	□	□	□	□	■	■	□	□	□	■	■	□	■	■	■	□
Assessment and intervention in allied health NHS7B5/7B5D	C	□	□	□	□	□	■	■	□	□	□	□	□	□	□	□	□	□	□	□
Clinical Evaluation in Allied Health NHS7B3	C	■	□	□	□	□	■	■	□	□	□	□	□	□	□	□	□	□	□	□
Chronic Disease Management NHS781	O	■	□	■	■	□	□	□	■	■	■	■	□	□	■	□	■	■	■	■
Principles of Public Health NHS7A9/7A9D	O	■	■	□	■	□	□	□	□	□	□	□	■	■	□	□	■	□	■	□
Health Promotion NHS7B1/7B1D	O	■	■	□	■	□	□	□	■	■	□	□	■	■	□	□	■	□	■	■
Leading quality improvement in Healthcare NHS7A4S	O	□	□	□	□	■	□	□	■	□	□	□	□	■	■	■	□	□	■	■
Leading through caring within organisations NHS753/753D	O	□	□	□	□	■	□	□	■	■	□	□	□	□	■	■	□	□	■	□



<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>A7</i>	<i>A8</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Learning and Teaching in Practice NHS759/759D	O	■	□	□	□	□	□	□	■	□	■	■	□	□	■	□	■	□	■	□
Mentorship in Practice NHS760/760D	O	□	□	□	□	□	□	□	■	□	■	■	□	□	■	□	■	■	■	□
Negotiated module NHS7A5	O	■	□	□	□	□	□	□	■	■	■	□	□	□	□	□	■	■	■	□
Negotiated module NHS7B2	O	■	□	□	□	□	□	□	■	■	■	□	□	□	□	□	■	■	■	□
Narratives NHS7B4/7B4D	O	■	□	□	□	□	□	□	■	■	■	□	□	□	□	□	■	■	■	□

MSc Health Sciences (all routes)

		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>A6</i>	<i>A7</i>	<i>A8</i>	<i>A9</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Dissertation NHS703	C	□	□	□	■	■	□	□	■	■	■	□	■	■	■	□	□	□	□	■	□	■	□

## 25 Learning and teaching strategy

The MSc Health Sciences framework will be delivered through a broad range of learning and teaching strategies. The delivery of the programmes and their assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and the student experience. The course as developed with the partnership with BCUHB in mind and responding to regional skills need.

The teaching and learning strategy will be achieved through the use of a variety of learning and teaching techniques which include lectures, seminars, workshops, discussions, debates, group tutorials, case studies, problem-based learning, visiting speakers, role play and use of clinical and health simulations with in a framework of inter-professional education wherever possible. In all these endeavours, tutors act as facilitators of learning rather than merely as a means of transmitting knowledge.

A learner-centred approach will be adopted with the aim of promoting independent learning; as a consequence, direct face-to-face teaching contact hours will be supplemented by tutor-guided and with independent reading and research which will emphasise the need to work in a critical way with theoretical and empirical research and scholarly sources.

Additionally, the Moodle VLE will be used for developing interactive activities such as quizzes, wikis and forums; it also allows staff and students to create discussion groups. Students will be encouraged to make significant use of on-line resources especially journals and e-books.

## 26 Work based/placement learning statement

Practice based learning forms a part of the learning and teaching strategy for the following option modules and only students working in clinical practice roles may undertake these.

NHS781	Chronic Disease Management
NHS758	Clinical Diagnostics
NHS736/7A6/775/HLT704	Independent/Supplementary Prescribing (V300)
NHS759/759D	Learning & Teaching in Practice
NHS760/760D	Mentorship in Practice
NHS782	Clinical Pharmacology
NHS777/777D	Clinical Assessment

These modules have defined practice learning hours. Practice learning on these modules normally takes place within the student's own area of work, or in a designated area agreed with the employer. Employers provide confirmation prior to admission to these modules that students are supported to complete their practice learning requirements. Areas where students undertake practice learning are required to have a current educational audit ensuring that the practice area provides appropriate opportunities and resources for learning. Students are also required to have a designated practitioner/mentor to supervise their learning and must obtain a satisfactory enhanced disclosure.

Students undertaking their dissertation will be allocated a named dissertation supervisor who will meet with the student individually. Group sessions addressing general issues will also be provided and students will also be encouraged to attend research department seminars in areas that will benefit them.

## 27 Welsh medium provision

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

## 28 Assessment strategy

Students will be assessed on their achievement of the programme learning outcomes, which in turn, are achieved by meeting the learning outcomes of core, route specific and option modules. The assessment of the programme learning outcomes will therefore be achieved by assessment at the module level. Selection of the methods for assessment will be determined by the requirements of each individual module and the rationale for selection of those methods will be considered in the module specifications.

Assessments are chosen to examine a student's ability to integrate theory and practice, and to think critically in relation to theory, empirical research and practice. Subject specific, professional and transferable skills are developed within classroom-based and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment work for the module.

The modules Mentorship in Practice, Learning and Teaching in Practice and Independent or Supplementary Prescribing have practice / portfolio documentation which provides details of specific competencies to be assessed and achieved as part of the practice learning in those modules. Assessment in these modules is designed to meet PRSB requirements.

The dissertation module enables students to study and research into a specific topic in depth, and also develops further the capacities for self-managed learning and critical thinking.

### Assessment schedule:

#### Year One

Module	Assignment Brief Issued	Summative Assessment Submission (Trimester teaching week)
Research Methods NHS744	T1 W1	T1 W11
Critically exploring Professional Practice NHS7A7	T1 W1	T2 W5
Leadership and Professional Practice NHS7A8	T2 W1	T2 W12

#### Assessment Schedule All routes Year Two

Module	Assignment Brief Issued	Summative Assessment Submission (Trimester teaching week)
Optional/route specific module	T1 W1	T1 W12
Optional/route specific module	T2 W1	T2 W12
Optional Module	T3 W1	T3 W12

### Assessment Schedule all routes Year Three

Module	Assignment Brief Issued	Summative Assessment Submission (Trimester teaching week)
Dissertation NHS703	T1 W1	T3 W6

Module code & title	Assessment type and weighting	Assessment Trimester	Assessment loading
Critically exploring Professional Practice in the context of health and society NHS7A7	Essay 80% Presentation 20%	2	2000 words 15 minutes
Research Methods NHS744	Coursework 100%	1	4000 words
Leadership & Professional Practice NHS7A8	Assignment 100%	3	4000 words
Chronic Disease Management in Community Health NHS781	Case Study 100%	3	4000 words
Health Promotion NHS7B1/7B1D	Essay 60% Group Project 40%	2	3000 words 2000 words equivalent
Principles of Public Health NHS7A9/7A9D	Group Project 30% Report 70%	2	2000 words equivalent 3000 words
Leading through caring within organizations NHS753/753D	Essay 70% Reflective Practice 30%	2	3000 words 1500 words
Leading quality improvement in Healthcare NHS7A4S	Essay 80% Presentation 20%	3	3000 words 15 minutes
Clinical Diagnostics NHS758	OSCE Pass/Fail Written exam 100%	3	30 mins 1 hr
Learning and Teaching in Practice NHS759/759D	Presentation 30% Portfolio 70%	2	20 mins 3500 words
Mentorship in Practice NHS760/760D	Portfolio 100%	2	4000 words
Independent/Supplementary Prescribing (V300) at level 7 NHS736	Portfolio 20% OSCE Pass/Refer Reflective practice 40% Clinical Management Plan 40%, Unseen Examination x 2 Pass/Refer	3	1500 words  2500 words 2500 words 2 hours
Independent/Supplementary Prescribing (V300) at level 7 NHS7A6	OSCE Pass/Refer Reflective practice 50% Clinical Management Plan 50%, Unseen Examination x 2 Pass/Refer	3	5000 words 2500 words 2 hours +1 hour
Independent/Supplementary Prescribing (V300) at level 7 NHS775	OSCE Pass/Refer Reflective practice 50% Clinical Management Plan 50%, Unseen Examination x 2 Pass/Refer	3	4000 words 2500 words 2 hours +1 hour

Independent/Supplementary Prescribing (V300) at level 7 HLT704	OSCE Pass/Refer Reflective practice 50% Clinical Management Plan 50%, Unseen Examination x 2 Pass/Refer	3	5000 words 2500 words 2 hours +1 hour
Negotiated module NHS7A5	Negotiated learning contract 100%	1, 2 or 3	4500 words
Negotiated module NHS7B2	Negotiated learning contract 100%	1, 2 or 3	4500 words
Narratives NHS7B4/7B4D	Essay 100%	2	4000 words
Clinical Pharmacology NHS782	Portfolio 70% Exam 30%	2	3000 words 1 hr
Assessment and Intervention in Allied Health NHS7B5/7B5D	Presentation 50% Case study 50%	1	30 mins 3000 words
Clinical Leadership NHS786	Portfolio 80% Presentation 20%	3	6000 words 30 mins
Clinical Assessment NHS777/777D	Reflective logs 100% OSCE Pass/Refer Practice Portfolio Pass/Refer	1	3000 words
Clinical Evaluation in Allied Health NHS7B3	Essay 100%	2	4000 words
Dissertation NHS703	Dissertation 100%	3	15000 words

## 29 Assessment regulations

Glyndŵr University Taught Masters regulations apply.

### Derogations

The modules requiring PRSB scrutiny and the Clinical Assessment module carry derogations as per the module descriptors. For all modules, breaches of confidentiality of patients and unsafe practice will be referred. The programme handbook and all module specifications will make this clear to students.

### Non-credit bearing assessment

Where practice hours are required, the student will need to complete these as part of the assessment for the module.

### Borderline classifications (for undergraduate programmes only)

NA

### Restrictions for trailing modules (for taught masters programmes only)

There are no specified modules (other than the regulation Research Methods) which cannot be trailed before moving onto Part Two of the programme.

## 30 Programme Management

### Programme leader

Dr Joanne Pike, MSc Healthcare Sciences Programme Leader

### Module Leaders

Dr Helen Carey, Principal Lecturer

Janet Gargiulo, Senior Lecturer

Dr Nikki Lloyd-Jones, Senior Lecturer

Eleri Mills, Senior Lecturer

Dr Chris O'Grady, Senior Lecturer

Tracy Ross Senior Lecturer

Diana Hughes Morris

Yolanda Evans

### Link to Staff Profiles

<https://www.glyndwr.ac.uk/en/AcademicSchools/SocialandLifeSciences/Meetthestaff/NursingandCounsellingTherapeuticChildcare/>

## 31 Quality Management

The Programme Leader as well as providing a strategic lead and support for staff, coordinates a number of key activities within the student's academic cycle in conjunction with the Route Leaders who have day to day operational responsibility for their route. This includes induction, the student voice forum, monitoring attendance, organising assessments boards, liaison with external examiners and programme trouble shooting. They ensure that students receive all the documentation they require at the beginning of each trimester, and this includes information on timetables, assignment schedules and Moodle instructions. They also monitor student progress throughout the academic year, especially during and following assessment boards and communicate with personal tutors and module leaders as required. Each module has a Module Leader who is responsible for the planning and delivering of its content and facilitating the learning experience. The Module Leader provides students with a module guide which details the module specification, a scheme of work, guided reading and assessment information. The Module Leader is also responsible for returning marked assignments with appropriate feedback within three weeks of the submission date and for ensuring completion of student evaluations of the module. Additionally they are responsible for recording the attendance or absence of students on their module and reporting in a timely fashion of any issues of concern to the Programme Leader. Student representatives are elected for each programme. The Programme Team meet the student representatives at the student voice meetings at least once per trimester during the academic year in order to discuss any course related issues. Formal notes of the meeting with agreed action points are recorded and published on Moodle. The difficulty of part time students engaging with the student voice meetings because of work commitments has been acknowledged by the team and so opportunities for feedback will be provided virtually by the use of Moodle as well as face to face meetings.

The completion of the Annual Monitoring Report (AMR) is the overall responsibility of the Programme Leader; however all the programme team share collective responsibility for this report, providing required documents, contents and action plans.

## 32 Research and scholarship activity

### **Underpinning Research and Scholarly Activity**

All those involved in the development of this programme hold professional qualifications in healthcare, Masters degrees and are Fellows or re working towards fellowship of the Higher Education Academy. Many have additional specialist credentials and a good proportion of the team have doctoral qualifications. All have a proven track record of externality - as external examiners and external assessors, engagement in QAA and Nursing and Midwifery Council (NMC) activities and other professional agencies. The team's research interests are qualitative methodology, human caring, spiritual issues in care, district nursing, clinical competency, decision making, Christian theology, bioethics and the nature of harms in healthcare.

Several members of the team have PhDs, have written or contributed to text books, and publish in nursing journals and between them, the team have many years' experience in nursing and occupational therapy and most are, or have been programme leaders of various programmes.

The Research Centre for Health, Wellbeing & Society supports the research and evidence-based teaching activities of all academic staff in Health Sciences. The centre builds on a key partnership between researchers within public health, education, nursing and social policy, the latter of which is represented by the Social Inclusion Research Unit which sits within the centre's remit. The centre brings together academic staff and research students with shared interests in some of the most fundamental challenges and opportunities in society today.

## 33 Learning support

### **Institutional level support for students**

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

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

### **School support for students**

All students at 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. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

### Programme specific support for students

The skills laboratories, situated on campus provide a good range of facilities to support practical learning for the clinically focused modules. The staff delivering these modules are very experienced clinicians and educators. A range of external specialists and visiting professors also contribute to the delivery of these modules.

Although there are no IT laboratories dedicated to Health Sciences, the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Health Sciences students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

Students on the programme have access to the campus facilities which include the library, catering, Student's Union, sports centre and student advisory services.

The electronic resources available are an important part of the programme. A number of electronic books and journals are available for students as well as the lecture material which is available on Moodle. Students are encouraged to utilise all the resources and are expected to submit their assignments through the text matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

## 34 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 Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The Programme Team (PT) embrace an educational philosophy which views education as part of a process to bring self-fulfilment to the individual, and teaching staff strive to uphold this by treating their students with respect, valuing their life experience and contributions in the classroom. This is further reinforced by the PT making efforts to create a learning environment where students feel safe to ask questions and take part without fear of embarrassment and where relationship with staff are collegial and friendly. This approach naturally internalises a respect for equality and diversity which goes beyond mere compliance with the law. Any applicant meeting the entry requirements of the programme will be accepted without prejudice to age, gender, gender orientation, race or religion. Where health matters may impact on learning, reasonable adjustments will be made and every effort undertaken to assist the student to achieve their goal. Matters of character will not be of interest unless they would impact negatively on the student's learning, on that of others or on the reputation of the University. However it is important to note that NMC registrants on the programme are still bound to act in accordance with the NMC Code: Standards of conduct, performance and ethics for nurses and midwives.





## APPENDIX II

### Admissions criteria for specific modules:

#### 1. Non-Medical Prescribing Qualification Admissions Criteria

##### A

##### ***Independent Prescribing for Nurses and Pharmacists***

*A1 Nurses, midwives or specialist community public health nurses*

- i. Students must hold effective registration with the NMC
- AND
- ii. Meet the additional professional requirements for becoming a nurse prescriber (ref: <http://www.nmc-uk.org/aFrameDisplay.aspx?DocumentID=1645> ).
- AND
- iii. Must provide written confirmation from their employer that they are competent to take a history, undertake a clinical assessment and diagnose in their current area of practice.
- AND
- iv. Have current registration or become registered with the Independent Safeguarding Authority (ISA).

*A2 Pharmacists*

- i. The programme is open to practising members of the Royal Pharmaceutical Society of Great Britain and the Pharmaceutical Society of Northern Ireland
- AND
- ii. Entrants must have at least two years patient oriented clinical experience following their pre-registration year
- AND
- iii. Entrants must have written endorsement from their employer or sponsoring organisation that they have up to date clinical, pharmacological and pharmaceutical knowledge relevant to their intended area of practice
- AND
- iv. Have current registration or become registered with the Independent Safeguarding Authority (ISA).

##### B

##### ***Supplementary Prescribing for Allied Health Professions***

- i. Be currently registered with the Health Professions Council as either a physiotherapist or a podiatrist/chiropractist or a radiographer (diagnostic or therapeutic)
- AND
- ii. Be professionally practising in an environment where there is an identified need for the individual to regularly use supplementary prescribing.
- AND
- iii. Normally have 3 years of clinical experience since registration.
- AND
- iv. Have confirmation from his/her clinical manager that he/she is competent to take a history, undertake a clinical assessment and diagnose in their area of speciality.
- AND
- v. Have current registration or become registered with the Independent Safeguarding Authority (ISA).

#### 2. Admissions Criteria for the Learning and Teaching in Practice Module

NMC registrants undertaking NMC (2008) Stage 3 Practice Teacher standards must satisfy the following specific entry requirements for this module:

- i) Be currently registered in the same part of the NMC register and field of specialist practice as the student(s) they are to assess
- ii) Have developed own knowledge, skills and competence beyond registration and obtained either SCPHN or SPQ qualification as relevant
- iii) Worked for at least two years in current field of Specialist practice
- iv) Provide a self-declaration of health and character

Provide employers confirmation of current CRB/ DBS, health and character.

### **3. Admissions Criteria for the Mentorship Module**

Current registration with NMC for at least one year and evidence of developing knowledge, skills and competence beyond registration

Access to an NMC student in practice with due regard to registration and field of practice and a current supervising mentor

### **4. Admissions Criteria for the Clinical Assessment Module**

To be accepted on to the module candidates must:

Hold current registration with a professional statutory body pertaining to their area of advanced practice

AND

Hold a degree in a discipline cognate to their professional qualification or hold a non-graduate qualification which the university has deemed to be of satisfactory standard for the purpose of postgraduate admission. Candidates without a full honours degree at 2:2 and above will be required to submit a 1,500 word essay on a topic chosen by the admissions team as part of the induction process. This will be assessed using the level 6 academic criteria (Appendix I) and must demonstrate achievement at 50% or above for successful admission to the module. Alternatively, recent successful completion of an appropriate level 6 module such as Research Methods, Non-Medical Prescribing at level 6 or Preparing for Master's Level Study will allow admission to the programme, subject to programme team agreement.

AND

Have a minimum of two years' full time equivalent post-registration clinical experience (NB Some further PSRB conditions require three years' experience – see Appendices II and III for admissions criteria for Learning and Teaching in Practice And Mentorship in Practice Modules).

AND

Be employed in a clinical role with a high level of autonomy *or* be able to secure a placement to the above for a minimum of two days per week *or* be in a Trainee Advanced Practitioner role.

AND

Have a Designated Supervising Medical Practitioner (DSMP) (for those students undertaking Non- Medical Prescribing and Clinical Assessment in Advanced Practice modules) and have mentorship support during their practice placement from their employing organisation

AND

Obtain a satisfactory DBS certificate.