

## PROGRAMME SPECIFICATION

1	<b>Awarding body</b>	Glyndwr University
2	<b>Teaching institution</b>	Glyndwr University
3	<b>Award title</b>	BSc (Hons) Public Health and Wellbeing BSc (Hons) Mental Health and Wellbeing Dip HE Health and Social Wellbeing
4	<b>Final awards available</b>	BSc (Hons) Public Health and Wellbeing BSc (Ordinary) Public Health and Wellbeing BSc (Hons) Mental Health and Wellbeing BSc (Ordinary) Mental Health and Wellbeing Dip HE Health and Social Wellbeing Dip HE Public Health and Wellbeing Dip HE Mental Health and Wellbeing Cert HE Public Health and Wellbeing
5	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>	None
	<b>Please list any PSRBs associated with the proposal</b>	None
	<b>Accreditation available</b>	No
	<b>Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)</b>	
6	<b>JACS3 code</b>	B900
7	<b>UCAS code</b>	BSc (Hons) Public Health and Wellbeing L510 BSc (Hons) Mental Health and Wellbeing 2C3B Diploma of HE Health and Social Wellbeing 2O7G  Including Foundation Year (4 years) BSc (Hons) Public Health and Wellbeing FY – 6YA2 BSc (Hons) Mental Health and Wellbeing FY – 2C4B
8	<b>Relevant QAA subject benchmark statement/s</b>	Health Studies 2016
9	<b>Other external and internal reference points used to inform the programme outcomes</b>	<i>The programmes address priorities outlined in the 10 Essential Shared Capabilities framework, the Together for Mental Health strategy, the Wellbeing of Future Generations Act, the Social Services and Wellbeing (Wales) Act and the Mental Health (Wales) Measure; Health and Social Care Act 2012; Social Services and Wellbeing</i>

Act 2014; Health and Social Care Priorities for the Government: 2015–2020, Nuffield Trust. QAA code B5, B8

10 **Mode of study** Full & part time

11 **Language of study** English

Office use only

16 December 2016

December 2017 – change to programme titles and replace module HLT516 with HLT519

Updated November 2018 - updated DBS requirements

Updated June 2019 – replacement of FAW601 Independent Study with HLT617 Dissertation in Health, Mental Health and Wellbeing

## Criteria for admission to the programmes

*Guidance - Entry requirements are in accordance with the University's admissions policy <http://www.glyndwr.ac.uk/en/media/Media,49536,en.pdf>*

### Standard entry criteria

*UK entry qualifications*

Applicants for undergraduate bachelor degrees require 112+ UCAS tariff points

*International entry qualifications*

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

### Programmes specific requirements

Dip HE Health and Social Wellbeing– 64 UCAS points

Dip HE Health and Social Wellbeing with foundation year 48 UCAS points

BSc (Hons) Public Health and Wellbeing with foundation year 48 UCAS points

BSc (Hons) Mental Health and Wellbeing with foundation year 48 UCAS points

### Non-standard entry criteria

(e.g. industry experience)

- A variety of qualifications are considered for entry onto this course, including NVQ (Level 3), BTEC, and Access to HE Diploma.
- Applicants who present a mixed profile of learning and development through qualifications and the experience of working in health or social care, but who do not hold the above formal entry requirements will be considered on an individual basis. The admission process may include interviews and an admissions essay depending on the merits of each individual application.

These programmes will also be offered as four year kick-start degrees (an introductory foundation year plus the relevant three year degree programme). The kick-start will be offered where an applicant does not meet the entry requirements for the three year honours degree or where the department/applicants feel they would benefit from an additional year to gain some additional experience before progression to the full three year degree. Upon successful completion of foundation year the student will

automatically progress to the named degree programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area. All applicants however must be able to demonstrate a minimum level of competence in English/Welsh Language and in Mathematics/Science, with a pass at Grade C or above in GCSE or an equivalent qualification. Therefore, this route is aimed at:

- Those who do not meet the entry requirements for a full degree.
- Those who have been out of education for a while and feel they would benefit from the extra year of preparation.
- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

### 13 Recognition of Prior (Experiential) Learning

Applications from those wishing to enter the programmes with prior learning and/or experience, at points other than the beginning will be considered on an individual basis in line with Glyndŵr University's RP(E)L procedures.

#### Programme specific requirements

None

### 14 Aims of the programmes

The overall intention of these programmes is to develop graduate knowledge, skills, attitudes and values in the study of health (both physical and mental), health promotion and improvement of wellbeing at individual, community and population levels. The suite of programmes also aims to enable students to focus their professional and career development through negotiated professional learning modules. This will provide graduates with the necessary attributes to work in a variety of roles in health or integrated health and social care settings and/or to progress to further specialist study or research.

On completion of the programmes students will be skilled to progress to careers in areas such as health improvement, public health, campaigning, policy development or social prescribing. There are also a range of graduate opportunities available in local government, third sector organisations and the NHS. Alternatively, students may wish to progress to post graduate study to access careers in social work, psychological wellbeing or arts based therapies, depending on their individual interests and experience.

The generic aims of the programmes are therefore to:

1. Develop graduate understanding of the contested nature of health and wellbeing and the ability to analyse health and evaluate health issues that affect the wellbeing of individuals, communities and populations.

2. Enable students' ability to draw upon relevant physiological, sociological and psychological theories, policies, health data and the experiences of individuals in analysing and evaluating health strategies and interventions.
3. Enable a critical application of these theories to the health and development of individuals and groups across the lifespan.
4. Facilitate students understanding of disease causation and the improvement of wellbeing for those with long term and continuing illness/disease.
5. Enable students to utilise a range of health promotion and public health strategies and evaluate whether interventions are effective in enhancing the wellbeing of individuals and communities.
6. Develop graduates' ability to respond dynamically and creatively to changing health care policy demands and the health needs of individuals, communities and societies at both a national and international level.
7. Enable graduates to work effectively across interdisciplinary groups for improved healthcare, through developing team working and leadership attributes.
8. Develop a critical understanding of legal, moral and ethical responsibility and accountability when working with vulnerable people.
9. Enable students to critique the use of methodology and the efficacy of findings in informing an evidence base for decision making and intervention.
10. Support the development of critical self-awareness, good communication skills and caring and compassionate values in health care.
11. Develop students' understanding, utilisation and critique of research methods and techniques to generate health knowledge.
12. Enable students to develop key graduate attributes and skills for employability and to undertake flexible learning that enhances future career aspirations.

## Dip HE Health and Social Wellbeing

1. Enable students' to draw upon relevant biopsychosocial theories, health and social policy and the experiences of individuals through the analysis and evaluation of a range of health data
2. Facilitate students' understanding of the improvement of wellbeing for those with long term and continuing illness/disease and their carers.
3. Enable graduates to work effectively across interdisciplinary groups for improved holistic wellbeing, through developing team working.
4. Support the development of self-awareness, resilience, effective communication skills and caring & compassionate values in health care.

## BSc (Hons) Public Health and Wellbeing

1. Enable students to critically explore and develop strategies to engage individuals, families, communities, populations and agencies using a culturally sensitive approach
2. Incorporate students' knowledge of health promotion and improvement with research methods to critically appraise the evidence base for best practice in health promotion and improvement.
3. Develop students' knowledge and critical understanding of the impact of current global health issues at local, national and international levels.

## BSc (Hons) Mental Health and Wellbeing

1. Facilitate a critical appreciation of the theoretical underpinnings of stigma and social exclusion and knowledge of salutogenic strategies which may be used to reduce them.
2. Foster a critical appreciation of the importance of the adoption of a recovery approach to mental health practice at individual, systemic and societal level.
3. Enable the learner to recognise the ways in which this approach can be achieved through co-production.

### 15 Distinctive features of the programmes

The programmes are innovative in that they reflect current and key political drivers within the field, combining integrated work with third sector organisations and an inclusive focus on health improvement and prevention of ill health. It is envisaged that the programmes will play a key role in the sustained economic development of local, national and UK wide regions, as the programmes are intended to attract students not only from within the locality, but across the UK and internationally.

As transformations within the fields of health, mental health and wellbeing are continually evolving to meet new sector demands, the programmes will be refreshed through utilising a responsive model in the planning of the programmes. We are continually enhancing our links with sector partners to guarantee both the quality and relevance of the programmes as well as ensuring the employability of our graduates.

The programmes are designed to help students develop the knowledge, attitudes, attributes and skills needed by health/public health providers. These include:

- i. Developing a philosophy of professional and ethical practice embedding core values and communication skills necessary for employment in the health sector.
- ii. Developing undergraduate capability in health promotion and improvement at individual, community, population and global levels.
- iii. Developing the innovation and entrepreneurial capabilities necessary for working in both statutory and voluntary health sectors.
- iv. Developing interdisciplinary research capabilities to allow progression into higher level postgraduate study and/or research.
- v. Addressing both physical and mental wellbeing needs of individuals, communities and populations outside the traditional scope of registered professionals.
- vi. Being at the forefront of developing a structured social prescribing network in collaboration with Public Health Wales.

The new provision has been designed to maximise the use of resources and expertise in order to deliver dynamic programmes which are fit for purpose, proposing 21 modules in total with 13 being shared (including 40 credits for the Dissertation module at level 6).

The Dip HE in Health and Social Wellbeing has been specifically developed to provide non-traditional applicants with the opportunity to access higher education, with the option of progressing to level 6 of either the BSc Public Health and Wellbeing or the BSc Mental Health and Wellbeing on successful completion of this programme. The programme is also relevant to those already working in the field and who may be seeking supporting theoretical knowledge to ensure that their practice is contemporaneous and evidence based. Additionally the programme is also distinctive in addressing both physical and mental health and wellbeing across the lifespan.

The BSc (Hons) Public Health and Wellbeing has been designed to be contemporaneous in its exploration of current health and wellbeing challenges on a global basis. The themes of promoting health & wellbeing and health improvement are introduced at level 4 and are embedded throughout the programme, culminating in the critical exploration of wider health promotion issues locally, nationally and at global levels.

The BSc (Hons) Mental Health and Wellbeing is one of the first in the UK to approach the study of this discipline from a non-registered professional perspective. Recovery and the reduction of stigma are explicitly embedded throughout the programme and the interdependence of physical, social and mental wellbeing is emphasised.

The proposed programmes would share a common foundation year at level 4, with a core 80 credit strand of shared modules across both levels 5 and 6: Professionalism and Personal Learning in a Work Based Context, Social Prescribing, Research Methods & Support and Empowerment in Health and Wellbeing at level 5; Preparing for

Employment in Health and Wellbeing, Dissertation, Leadership and Enterprise in Health and Wellbeing at level 6. This will enable a cross cutting approach to learning & understanding for all students, promoting inclusivity and parity of esteem across both specialist fields. In addition to the 80 credits of strand specific modules two of the shared modules have been designed to enable students to focus their studies on either mental health or public health and wellbeing fields: these are Professionalism and Personal Learning in a Work Based Context at level 5 and Dissertation at level 6. This will ultimately result in 140 credits being field specific for each degree programme.

There will also be cross school collaboration with coaching and sport across the new provision within the Introduction to Health and Wellbeing module at level 4 and Dissertation at level 6, with further potential collaboration in the following modules: Study Skills and Self-development at level 4; Research Methods at level 5 and Health Improvement and Promotion at level 6. This will also build in capacity for the development of post graduate programmes across health and sport, incorporating the fields of mental health, health and wellbeing and behaviour change.

In order to sustain our robust recruitment numbers in line with the widening participation agenda level three provision will be delivered in line with the school strategy.

The degree programmes are designed to be taken either full time over three years or part time over six years. The Diploma of Higher Education Health and Social Wellbeing may be studied full time over two years or part time over 4 years. The programmes are delivered by a team of highly experienced health lecturers and researchers with good links to local health employers. Staff in the Department work with Betsi Cadwaladr University Health Board in the development of the health care workforce and also have links with Public Health Wales. The development of the programmes was therefore discussed with current health and public health professionals and is responsive to a broad range of careers and needs within the sector. The programmes have been developed with regard to the Sector Skills Council for Health Public Health Skills and Career Framework (Skills for Health 2008) which is designed to inform health promotion, public health and wider health roles across a range of health settings.

## 16 Programme structure narrative

### **Full time**

The programmes have a modular structure and are designed to be delivered full time over a minimum of three years and a maximum of five years. Students are normally expected to take 120 credits in each academic year.

Normal programme attendance is approximately 12 hours a week over two twelve week teaching periods. Additional directed learning activity through Moodle Virtual Learning Environment (VLE) will also be undertaken as part of independent learning time.

### **Part time**

The programmes have a modular structure and are designed to be delivered part time over a normal period of six years and a maximum of eight years. Students are normally expected to take 60 credits in each academic year. The Diploma of Higher Education Health and Social Wellbeing part time will be delivered over a period of four years and a maximum of five.

Normal programme attendance will average between 4-8 hours per week over two twelve week teaching periods. Attendance hours per trimester are dependent on the number of credits being taken in a trimester and will be 8 hours per week if two 20 credit modules are taken and 4 hours per week if one module is taken. Additional directed learning activity through Moodle Virtual Learning Environment (VLE) will also be undertaken as part of independent learning.



## 17 Programmes structure diagrams

Dip HE Health and Social Wellbeing

Level Four						
Trimester 1	Mod title	Introduction to Mental Wellbeing	Mod title	Introduction to Health and Wellbeing	Mod title	Study Skills and Self-development in Health, Mental Health and Wellbeing Semesters 1&2
	Mod code	HLT414	Mod code	HLT415	Mod code	HLT416
	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	40
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Justine Mason	Mod leader	Petros Andreadis	Mod leader	Petros Andreadis
Trimester 2	Mod title	Applied Physiology in Wellbeing	Mod title	Equality and Diversity	Mod title	
	Mod code	HLT417	Mod code	HLT419	Mod code	
	New/Exist	New	New/Exist	New	New/Exist	
	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Cathy Hewins	Mod leader	Justine Mason	Mod leader	

Level Five						
Trimester 1	Mod title	Research Foundations in Health & Mental Health and Wellbeing	Mod title	Social Prescribing	Mod title	Support and Empowerment in Health and Wellbeing
	Mod code	HLT520	Mod code	HLT515	Mod code	HLT511
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Sharon Wheeler	Mod leader	Justine Mason	Mod leader	Justine Mason
Trimester 2	Mod title	Professionalism and Personal Learning in a Work Based Context Semester 1&2	Mod title		Mod title	Health and Social Policy in Wellbeing
	Mod code	HLT514	Mod code		Mod code	HLT517
	New/Exist	New	New/Exist		New/Exist	New
	Credit value	20	Credit value		Credit value	20
	Core/Opt	Core	Core/Opt		Core/Opt	Core
	Mod leader	Cathy Hewins	Mod leader		Mod leader	Gill Truscott
	Mod title	Mental Health Across the Lifespan	Mod title		Mod title	
	Mod code	HLT512	Mod code		Mod code	
	New/exist	New	New/exist		New/exist	
	Credit value	20	Credit value		Credit value	
	Core/opt	Core	Core/opt		Core/opt	
	Mod leader	Justine Mason	Mod leader		Mod leader	

BSc (Hons) Public Health and Wellbeing

Level Four						
Trimester 1	Mod title	Introduction to Mental Wellbeing	Mod title	Introduction to Health and Wellbeing	Mod title	Study Skills and Self-development in Health, Mental Health and Wellbeing Semesters 1&2
	Mod code	HLT414	Mod code	HLT415	Mod code	HLT416
	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	40
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Justine Mason	Mod leader	Petros Andreadis	Mod leader	Petros Andreadis
Trimester 2	Mod title	Applied Physiology in Wellbeing	Mod title	Equality and Diversity	Mod title	
	Mod code	HLT417	Mod code	HLT419	Mod code	
	New/Exist	New	New/Exist	New	New/Exist	
	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Cathy Hewins	Mod leader	Justine Mason	Mod leader	

Level Five						
Trimester 1	Mod title	Research Foundations in Health & Mental Health and Wellbeing	Mod title	Social Prescribing	Mod title	Support and Empowerment in Health and Wellbeing
	Mod code	HLT520	Mod code	HLT515	Mod code	HLT511
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Sharon Wheeler	Mod leader	Justine Mason	Mod leader	Justine Mason
Trimester 2	Mod title	Professionalism and Personal Learning in a Work Based Context Semester 1&2	Mod title	Health across the Life Course	Mod title	Health and Social Policy in Wellbeing
	Mod code	HLT514	Mod code	HLT519	Mod code	HLT517
	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Cathy Hewins	Mod leader	Petros Andreadis	Mod leader	Gill Truscott

Level Six						
Trimester 1	Mod title	Preparing for Employment in Health, Mental Health and Wellbeing Semesters 1&2	Mod title	Dissertation in Health, Mental Health and Wellbeing Semesters 1&2	Mod title	Leadership and Enterprise in Health and Wellbeing
	Mod code	HLT613	Mod code	HLT617	Mod code	HLT614
	New/Exist	New	New/Exist	Existing	New/Exist	New
	Credit value	20	Credit value	40	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Cathy Hewins	Mod leader	Sharon Wheeler	Mod leader	Nikki Lloyd Jones
Trimester 2	Mod title	Health Improvement and Promotion	Mod title	Global Challenges in Health and Wellbeing		
	Mod code	HLT615	Mod code	HLT616		
	New/Exist	New	New/Exist	New		
	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Core		
	Mod leader	Edna Astbury Ward	Mod leader	Cathy Hewins		

BSc (Hons) Mental Health and Wellbeing

Level Four						
Trimester 1	Mod title	Introduction to Mental Wellbeing	Mod title	Introduction to Health and Wellbeing	Mod title	Study Skills and Self-development in Health, Mental Health and Wellbeing Semesters 1&2
	Mod code	HLT414	Mod code	HLT415	Mod code	HLT416
	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	40
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Justine Mason	Mod leader	Petros Andreadis	Mod leader	Petros Andreadis
Trimester 2	Mod title	Applied Physiology in Wellbeing	Mod title	Equality and Diversity	Mod title	
	Mod code	HLT417	Mod code	HLT419	Mod code	
	New/Exist	New	New/Exist	New	New/Exist	
	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Cathy Hewins	Mod leader	Justine Mason	Mod leader	

Level Five						
Trimester 1	Mod title	Research Foundations in Health & Mental Health and Wellbeing	Mod title	Social Prescribing	Mod title	Support and Empowerment in Health and Wellbeing
	Mod code	HLT520	Mod code	HLT515	Mod code	HLT511
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Sharon Wheeler	Mod leader	Justine Mason	Mod leader	Justine Mason
Trimester 2	Mod title	Professionalism and Personal Learning in a Work Based Context Semester 1&2	Mod title	Mental Health Across the Lifespan	Mod title	Mental Health Law and Social Policy
	Mod code	HLT514	Mod code	HLT512	Mod code	HLT513
	New/Exist	New	New/exist	New	New/exist	New
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/opt	Core	Core/opt	Core
	Mod leader	Cathy Hewins	Mod leader	Justine Mason	Mod leader	Justine Mason

Level Six						
Trimester 1	Mod title	Preparing for Employment in Health, Mental Health and Wellbeing Semesters 1&2	Mod title	Dissertation in Health, Mental Health and Wellbeing Semesters 1&2	Mod title	Leadership and Enterprise in Health and Wellbeing
	Mod code	HLT613	Mod code	HLT617	Mod code	HLT614
	New/Exist	New	New/Exist	Existing	New/Exist	New
	Credit value	20	Credit value	40	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core

	Mod leader	Cathy Hewins	Mod leader	Sharon Wheeler	Mod leader	Nikki Lloyd Jones
Trimester 2	Mod title	Recovery and Wellness in Mental Health	Mod title	Mental Health, Stigma and Society		
	Mod code	HLT611	Mod code	HLT612		
	New/exist	New	New/Exist	New		
	Credit value	20	Credit value	20		
	Core/opt	Core	Core/Opt	Core		
	Mod leader	Justine Mason	Mod leader	Justine Mason		



**PROGRAMME MATRICES: BSc (Hons) Mental Health and Wellbeing & Public Health and Wellbeing**

<b>Level 6</b>	Recovery and Wellness in Mental Health (20 credits) Semester 1	Mental Health, Stigma and Society (20 credits) Semester 2	Preparing for Employment in Health, Mental Health and Wellbeing (20 credits) Semester 1 & 2	Dissertation in Health, Mental Health and Wellbeing (40 credits) Semester 1& 2	Leadership and Enterprise in Health and Wellbeing (20 credits) Semester 1	Health Improvement and Promotion (20 credits) Semester 1	Global Challenges in Health and Wellbeing (20 credits) Semester 2	
<b>Level 5</b>	Mental Health Across the Lifespan (20 credits) Semester 2	Mental health law and social policy (20 credits) Semester 2	Professionalism and personal learning in a work based context (20 credits) Semester 1&2	Social Prescribing (20 credits) Semester 1	Research Foundations in Health & Mental Health and Wellbeing (20 credits) Semester 1	Support and empowerment in health and wellbeing (20 credits) Semester 1	Health Across the Life Course (20 credits) Semester 2	Health and Social policy in wellbeing (20 credits) Semester 2
<b>Level 4</b>	Introduction to Mental Wellbeing (20 credits) Semester 1	Introduction to Health and Wellbeing (20 credits) Semester 1	Study Skills and Self-development in Health, Mental Health and Wellbeing (40 credits) Semester 1 & 2		Applied Physiology in Wellbeing (20 credits) Semester 2	Equality and Diversity (20 credits) Semester 2		

<b>Level 3</b>	PSY328 Personal, Professional and Academic Skills (Common Core) (20 credits Semester 1)	PSY325 Introduction to Theory and Methods in Psychology (20 credits Semester 1)	ECS302 Introduction to Health and Wellbeing (20 credits Semester 1)	HLT301 Introduction to Values in Caring (20 credits Semester 2)	HLT302 Fundamentals of Human Anatomy and Physiology (20 credits Semester 2)	LND394 Contemporary Issues (Common Core) (20 credits Semester 2)		
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**PROGRAMME MATRICES:**

**Diploma Higher Education Health and Social Wellbeing**

<b>Level 5</b>	Mental Health Across the Lifespan (20 credits) Semester 2	Professionalism and Personal Learning in a Work Based Context (20 credits) Semester 1&2	Social Prescribing (20 credits) Semester 1	Research Foundations in Health & Mental Health and Wellbeing (20 credits) Semester 1	Support and Empowerment in Health and Wellbeing (20 credits) Semester 1	Health and Social Policy in Wellbeing (20 credits) Semester 2
<b>Level 4</b>	Introduction to Mental Wellbeing (20 credits) Semester 1	Introduction to Health and Wellbeing (20 credits) Semester 1	Study Skills and Self-development in Health, Mental Health and Wellbeing (40 credits) Semester 1 & 2	Applied Physiology in Wellbeing (20 credits) Semester 2	Equality and Diversity (20 credits) Semester 2	

<b>Level 3</b>	PSY328 Personal, Professional and Academic Skills (Common Core) (20 credits Semester 1)	PSY325 Introduction to Theory and Methods in Psychology (20 credits Semester 1)	ECS302 Introduction to Health and Wellbeing (20 credits Semester 1)	HLT301 Introduction to Values in Caring (20 credits Semester 2)	HLT302 Fundamentals of Human Anatomy and Physiology (20 credits Semester 2)	LND394 Contemporary Issues (Common Core) (20 credits Semester 2)
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## PROGRAMMES MATRICES: BSc (Hons) Public Health and Wellbeing

<b>Level 6</b>	Preparing for Employment in Health, Mental Health and Wellbeing (20 credits) Semester 1 & 2	Dissertation in Health, Mental Health and Wellbeing (40 credits) Semester 1 & 2	Leadership and Enterprise in Health and Wellbeing (20 credits) Semester 1	Health Improvement and Promotion (20 credits) Semester 1	Global Challenges in Health and Wellbeing (20 credits) Semester 2	
<b>Level 5</b>	Professionalism and Personal Learning in a Work Based Context (20 credits) Semester 1 & 2	Social Prescribing (20 credits) Semester 1	Research Foundations in Health & Mental Health and Wellbeing (20 credits) Semester 1	Support and Empowerment in Health and Wellbeing (20 credits) Semester 1	Health Across the Life Course (20 credits) Semester 2	Health and Social Policy in Wellbeing (20 credits) Semester 2
<b>Level 4</b>	Introduction to Mental Wellbeing (20 credits) Semester 1	Introduction to Health and Wellbeing (20 credits) Semester 1	Study Skills and Self-development in Health, Mental Health and Wellbeing (40 credits) Semester 1 & 2		Applied Physiology in Wellbeing (20 credits) Semester 2	Equality and Diversity (20 credits) Semester 2

<b>Level 3</b>	PSY328 Personal, Professional and Academic Skills (Common Core) (20 credits Semester 1)	PSY325 Introduction to Theory and Methods in Psychology (20 credits Semester 1)	ECS302 Introduction to Health and Wellbeing (20 credits Semester 1)	HLT301 Introduction to Values in Caring (20 credits Semester 2)	HLT302 Fundamentals of Human Anatomy and Physiology (20 credits Semester 2)	LND394 Contemporary Issues (Common Core) (20 credits Semester 2)
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**PROGRAMMES MATRICES: BSc (Hons) Mental Health and Wellbeing**

<b>Level 6</b>	Recovery and Wellness in Mental Health (20 credits) Semester 1	Mental Health, Stigma and Society (20 credits) Semester 2	Preparing for Employment in Health, Mental Health and Wellbeing (20 credits) Semester 1 & 2	Dissertation in Health, Mental Health and Wellbeing (40 credits) Semester 1 & 2	Leadership and Enterprise in Health and Wellbeing (20 credits) Semester 1	
<b>Level 5</b>	Mental Health Across the Lifespan (20 credits) Semester 2	Mental Health Law and Social Policy (20 credits) Semester 2	Professionalism and Personal Learning in a Work Based Context (20 credits) Semester 1 & 2	Social Prescribing (20 credits) Semester 1	Research Foundations in Health & Mental Health and Wellbeing (20 credits) Semester 1	Support and Empowerment in Health and Wellbeing (20 credits) Semester 1
<b>Level 4</b>	Introduction to Mental Wellbeing (20 credits) Semester 1	Introduction to Health and Wellbeing (20 credits) Semester 1	Study Skills and Self-development in Health, Mental Health and Wellbeing (40 credits) Semester 1 & 2		Applied Physiology in Wellbeing (20 credits) Semester 2	Equality and Diversity (20 credits) Semester 2
<b>Level 3</b>	PSY328 Personal, Professional and Academic Skills (Common Core) (20 credits) Semester 1	PSY325 Introduction to Theory and Methods in Psychology (20 credits) Semester 1	ECS302 Introduction to Health and Wellbeing (20 credits) Semester 1	HLT301 Introduction to Values in Caring (20 credits) Semester 2	HLT302 Fundamentals of Human Anatomy and Physiology (20 credits) Semester 2	LND394 Contemporary Issues (Common Core) (20 credits) Semester 2

Part time routes

NB \* = shared delivery \*\* = modules specific to the BSc Public Health and Wellbeing

\*\*\* = modules specific to the BSc Mental Health and Wellbeing

‡ = Dip HE Health and Social Wellbeing modules

	YEAR 1		YEAR 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
LEVEL 4	Introduction to Health & Wellbeing (S1) ‡ *		Introduction to Mental Wellbeing (S1) ‡ *	
	Study Skills and Self-development in Health, Mental Health and Wellbeing (S1&2) ‡ *		Applied Physiology in Wellbeing ‡ * (S2)	
	Equality and Diversity (S2) ‡ *			
	YEAR 3		YEAR 4	
LEVEL 5	Professionalism and Personal Learning in a Work-based Context (S1&2) ‡ *		Health and Social Policy in Wellbeing ** ‡ (S2) <b>OR</b> Mental Health, Law and Social Policy *** (S2)	
	Research Foundations in Health & Mental Health and Wellbeing (S1) ‡ *		Social Prescribing (S1) ‡ *	
	Mental Health Across the Lifespan *** ‡ (S2) <b>OR</b> Health Across the Life Course ** (S2)		Support and Empowerment in Health and Wellbeing * ‡ (S1)	
	YEAR 5		YEAR 6	
LEVEL 6	Preparing for Employment in Health, Mental Health and Wellbeing		Dissertation in Health, Mental Health and Wellbeing* (S1&2)	

* (S1&2)	
Leadership and Enterprise in Health and Wellbeing * (S1)	Health Improvement and Promotion ** (S1) <b>OR</b> Recovery and Wellness in Mental Health *** (S1)
Global Challenges in Health & Wellbeing ** (S2) <b>OR</b> Mental Health, Stigma and Society *** (S2)	

## 18 Intended learning outcomes of the programmes

### Dip HE Health and Social Wellbeing

<b>Knowledge and understanding.</b>		
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:
A1	Demonstrate an understanding of contested theories of mental ill health and the interdisciplinary nature of health studies; identifying the key principles of public health at community and population level	Demonstrate the ability to appraise the impact of long term physical & mental illness on the individual and how interventions can improve overall wellbeing
A2	Demonstrate an understanding of the importance of communication and values in the compassionate provision of healthcare and public health	Provide an evidence based rationale for health improvement and education interventions for service users with acute and long term conditions and their carers.
A3	Articulate the principles of equality and diversity and their application to the support of individuals and communities in public health, health promotion and health care services	Utilise knowledge of contemporary health and social policy in order to respond appropriately to and work with differing disciplinary groups and modes of delivery

<b>Intellectual skills</b>		
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:
B1	Describe how knowledge from physiological, sociological and psychological perspectives on health informs the study of mental health and wellbeing	Analyse diverse theories and values associated with health and wellbeing in relation to equality of health policy, law and health provision
B2	Articulate the concept of community as place and how determinants in that community will define its health needs and wellbeing	Evaluate the central paradigms used in health and mental health research and critique methodology used within these paradigms.
B3	Discuss relevant biopsychosocial theories, health and social policy and the experiences of individuals through the evaluation of a range of health data	Evaluate the role of community engagement, empowerment and advocacy in improving health at population and community level.

<b>Subject skills</b>		
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:
C1	Identify and explain the importance of the development of self-awareness, resilience, effective communication skills and caring & compassionate values in health care.	Articulate their understanding of the importance of improving the wellbeing of people with long term and continuing illness/disease and their carers.
C2	Demonstrate the ability to work effectively across interdisciplinary groups for improved holistic wellbeing, through developing team working.	Demonstrate understanding into the role of health promotion across secondary and tertiary levels of prevention and health organisations, including non-traditional providers
C3	Collect and integrate evidence and apply to an argument related to health or wellbeing	Evaluate the hierarchy of evidence to support health, public health and health promotion interventions
C4	Demonstrate an understanding of the lived experience of health and how this influences health behaviours, risk taking and decision making	Evaluate the contemporary issues at the forefront of the study of physical & mental health and wellbeing
<b>Practical, professional and employability skills</b>		
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:
D1	Assess own initial learning needs and plan personal development	Analytically reflect upon own ongoing personal and professional development in relation to career aspirations, identifying relevant areas of experience to enhance personal profile
D2	Demonstrate the ability to reference work accurately and in line with recognised academic practices	Present arguments in a well-structured and coherent manner and in a variety of formats
D3	Use information technology effectively to produce, store and share learning resources and to collate material for professional development	Analyse evidence to identify and articulate gaps in knowledge and problems in relation to improving physical and mental health



D4	Plan, present and communicate information, problems and problem solutions pertaining to public health, health promotion and wellbeing	Provide a coherent argument from a range of sources to rationalise solutions or evidence development across physical and mental health fields
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## **BSc Public Health and Wellbeing**

<b>Knowledge and understanding.</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
A1	Demonstrate an understanding of contested theories of health and the interdisciplinary nature of health studies; identifying the key principles of public health at community and population level	Demonstrate the ability to appraise the impact of long term illness or disease process on the individual and how health interventions can improve overall wellbeing	Systematically apply concepts, theories and principles to inform the study of health , wellbeing and community across the lifespan	Demonstrate a systematic, critical understanding of the application of concepts, theories and principles to inform the study of health and wellbeing
A2	Demonstrate an understanding of the importance of communication and values in the compassionate provision of healthcare and public health	Provide an evidence based rationale for health improvement and education interventions for clients/service users with acute and long term conditions and their carers.	Draw upon health research and the evidence base to critically support arguments and solutions in health and wellbeing	Draw upon a coherent and systematic knowledge of research paradigms and methodologies in order to critically evaluate the research base related to health question(s)
A3	Articulate the principles of equality and diversity and their application to the support of individuals and communities in public health, health promotion and health care services	Utilise knowledge of contemporary health and social policy in order to respond appropriately to and work with differing disciplinary groups and modes of delivery	Utilise a comprehensive range of contemporary health and social policy, innovation and leadership styles in order to respond effectively to the complexity of working with differing disciplinary groups , healthcare organisations and modes of delivery	Synthesise and apply knowledge and understanding of contemporary health and social policy, innovation and leadership in order to respond to the complexity of working with differing disciplinary groups , healthcare organisations and modes of delivery

<b>Knowledge and understanding.</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:

<b>Intellectual skills</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
B1	Describe how knowledge from physiological, sociological and psychological perspectives on health informs the study of health and wellbeing	Analyse diverse theories and values associated with health and wellbeing in relation to equality of health policy, law and health provision	Demonstrate a critical understanding of contested health perspectives when considering problem solving and decision making in the management of health	Synthesise a coherent theoretical argument from contested perspectives to demonstrate an understanding of problem solving and accountable decision making in the management of health
B2	Articulate the concept of community as place and how determinants in that community will define its health needs and wellbeing	Evaluate the central paradigms used in health research and critique methodology used within these paradigms.	Critically debate the knowledge and values base in relation to the provision of health and wellbeing	Critically debate the knowledge and values base in relation to the ethical and legal provision of health and wellbeing services.
B3	Define the potential health and health issues within a community from available health information and data	Evaluate the role of community engagement, empowerment and advocacy in improving health at population and community level.	Think reflectively, critically and analytically in relation to the study of health and wellbeing	Employ critical reasoning and reflexivity in relation to personal development within the study of health and wellbeing
B4			Incorporate knowledge of health promotion and improvement with research methods to critically appraise the evidence base for best practice in health promotion and improvement.	Demonstrate a systematic, critical understanding of the application of concepts, theories and principles through independent study to proficiently inform the field of health and wellbeing

<b>Subject skills</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
C1	Explain the need to use a variety of communication strategies in a range of situations.	Assess the importance of promoting health through self-empowerment and self-care for individuals who experience long term health and mental health conditions, and their carers.	Critically analyse health, disease causation and health issues using available data and the evidence base	Critically analyse health, disease causation and health issues using available data and the evidence base and discriminate between the differing forms of evidence provided
C2	Demonstrate effective team and group working	Demonstrate critical insight into the role of health promotion across secondary and tertiary levels of prevention and health organisations, including non-traditional providers	Analyse lived experience and theories of health, wellbeing and illness to inform interventions in health and health organisations	Critically analyse lived experience and theories of health, wellbeing and illness across the lifespan to inform interventions, innovation and improvement in health and health organisations
C3	Collect and integrate evidence and apply to an argument related to health or wellbeing	Evaluate the hierarchy of evidence to support health, public health and health promotion interventions	Critically explore and develop strategies to engage individuals, families, communities, populations and agencies using a culturally sensitive approach.	Demonstrate a critical understanding of the impact of current global health issues at local, national and international levels.
C4	Demonstrate an understanding of the lived experience of health and how this influences health behaviours, risk taking and decision making	Evaluate the contemporary issues at the forefront of the study of health and wellbeing	Critically evaluate on how health can be protected and improved through positive health interventions	Critically evaluate the role health organisations play in improving health and wellbeing for staff and for positive experiences of health care by individuals and groups.
<b>Practical, professional and employability skills</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:

<b>Subject skills</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
D1	Assess own initial learning needs and plan personal development	Analytically reflect upon own ongoing personal and professional development in relation to career aspirations in health contexts, identifying relevant areas of experience to enhance personal profile	Evaluate and synthesise own ongoing personal and professional development needs in relation to career aspirations in health contexts	Critically reflect upon own ongoing personal and professional development in relation to career aspirations in health contexts, articulating clearly own strengths and ongoing areas for development
D2	Demonstrate the ability to reference work accurately and in line with recognised academic practices	Present arguments in a well-structured and coherent manner and in a variety of formats	Analyse ideas and arguments in a well-structured and coherent manner and in a variety of formats	Critically evaluate own and others ideas and arguments in a well-structured and coherent manner in a variety of formats
D3	Use information technology effectively to produce, store and share learning resources and to collate material for professional development	Analyse evidence to identify and articulate gaps in knowledge and problems in relation to improving health and health empowerment	Identify and propose considered solutions to problems in relation to improving health and wellbeing	Identify proactive solutions to problems in relation to improving health and health organisations in a range of organisational contexts
D4	Plan, present and communicate information, problems and problem solutions pertaining to public health, health promotion and wellbeing	Provide a coherent argument from a range of sources to rationalise problem solutions or evidence development in health and public health	Demonstrate a critical appreciation of how a career may develop within different health organisations	Demonstrate a critical appreciation of how a career may develop within different health organisations and consider the relevance of own employability and development of graduate attributes

## BSc Mental Health and Wellbeing

<b>Knowledge and understanding.</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
A1	Demonstrate an understanding of contested theories of mental ill health and the interdisciplinary nature of health studies; identifying the key principles of public health at community and population level	Demonstrate the ability to appraise the impact of long term mental illness on the individual and how interventions can improve overall wellbeing	Systematically apply concepts, theories and principles to inform the study of health, mental wellbeing across the lifespan	Demonstrate a systematic, critical understanding of the application of concepts, theories and principles to inform the study of mental health and wellbeing
A2	Demonstrate an understanding of the importance of communication and values in the compassionate provision of healthcare and public health	Provide an evidence based rationale for health improvement and education interventions for service users with acute and long term conditions and their carers.	Draw upon health research and the evidence base to critically support arguments and solutions in mental health and wellbeing	Draw upon a coherent and systematic knowledge of research paradigms and methodologies in order to critically evaluate the research base related to mental health question(s)
A3	Articulate the principles of equality and diversity and their application to the support of individuals and communities in public health, health promotion and health care services	Utilise knowledge of contemporary mental health and social policy in order to respond appropriately to and work with differing disciplinary groups and modes of delivery	Utilise a comprehensive range of contemporary mental health and social policy, innovation and leadership styles in order to respond effectively to the complexity of working with differing disciplinary groups, healthcare organisations and modes of delivery	Synthesise and apply knowledge and understanding of contemporary mental health and social policy, innovation and leadership in order to respond to the complexity of working with differing disciplinary groups , healthcare organisations and modes of delivery

<b>Intellectual skills</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
B1	Describe how knowledge from physiological, sociological and psychological perspectives on health informs the study of mental health and wellbeing	Analyse diverse theories and values associated with mental health and wellbeing in relation to equality of health policy, law and health provision	Demonstrate a critical understanding of contested health perspectives when considering problem solving and decision making in the management of mental health and wellbeing	Synthesise a coherent theoretical argument from contested perspectives to demonstrate an understanding of problem solving and accountable decision making in the management mental health and wellbeing
B2	Articulate the concept of community as place and how determinants in that community will define its health needs and wellbeing	Evaluate the central paradigms used in health and mental health research and critique methodology used within these paradigms.	Critically debate the knowledge and values base in relation to the provision of mental health and wellbeing services	Critically debate the knowledge and values base in relation to the ethical and legal provision of mental health and wellbeing services.
B3	Define the potential health and health issues within a community from available health information and data	Evaluate the role of community engagement, empowerment and advocacy in improving health at population and community level.	Think reflectively, critically and analytically in relation to the study of health and wellbeing	Employ critical reasoning and reflexivity in relation to personal development within the study of mental health and wellbeing
B4				Demonstrate a systematic, critical understanding of the application of concepts, theories and principles through independent study to proficiently inform the field of mental health and wellbeing

<b>Subject skills</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
C1	Explain the need to use a variety of communication strategies in a range of situations.	Assess the importance of promoting health through self-empowerment and self-care for individuals who experience long term health and mental health conditions, and their carers.	Critically analyse health, and mental health issues using available data and the evidence base	Critically analyse health and mental health issues using available data and the evidence base and discriminate between the differing forms of evidence provided
C2	Demonstrate effective team and group working	Demonstrate understanding into the role of health promotion across secondary and tertiary levels of prevention and health organisations, including non-traditional providers	Critically analyse theoretical underpinnings of stigma and social exclusion and knowledge of salutogenic strategies which may be used to reduce them.	Critically analyse lived experience and theories of health, wellbeing and mental illness across the lifespan to inform interventions, innovation and improvement in health and health organisations
C3	Collect and integrate evidence and apply to an argument related to health or wellbeing	Evaluate the hierarchy of evidence to support health, public health and health promotion interventions	Critically explore of the importance of the adoption of a recovery approach to mental health practice at individual, systemic and societal level.	Critically reflect on individual health perspectives and the wider global contexts influencing notions of wellbeing, mental health and illness
C4	Demonstrate an understanding of the lived experience of health and how this influences health behaviours, risk taking and decision making	Evaluate the contemporary issues at the forefront of the study of mental health and wellbeing	Critically evaluate how mental wellbeing can be protected and improved through positive health interventions	Critically evaluate the role health organisations play in improving mental health and wellbeing for staff and for positive experiences of mental health provision by individuals and groups.
<b>Practical, professional and employability skills</b>				

<b>Subject skills</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
D1	Assess own initial learning needs and plan personal development	Analytically reflect upon own ongoing personal and professional development in relation to career aspirations in mental health contexts, identifying relevant areas of experience to enhance personal profile	Evaluate and synthesise own ongoing personal and professional development needs in relation to career aspirations in mental health contexts	Critically reflect upon own ongoing personal and professional development in relation to career aspirations in mental health contexts, articulating clearly own strengths and ongoing areas for development
D2	Demonstrate the ability to reference work accurately and in line with recognised academic practices	Present arguments in a well-structured and coherent manner and in a variety of formats	Analyse ideas and arguments in a well-structured and coherent manner and in a variety of formats	Critically evaluate own and others ideas and arguments in a well-structured and coherent manner in a variety of formats
D3	Use information technology effectively to produce, store and share learning resources and to collate material for professional development	Analyse evidence to identify and articulate gaps in knowledge and problems in relation to improving mental health	Identify and propose considered solutions to problems in relation to improving mental health and wellbeing	Identify proactive solutions to problems in relation to improving mental health in a range of organisational contexts



<b>Subject skills</b>				
	On completion of Level 4, students will be able to:	On completion of Level 5, students will be able to:	On completion of Level 6 Ordinary degree, students will be able to:	On completion of Level 6 Honours Degree, students will be able to:
D4	Plan, present and communicate information, problems and problem solutions pertaining to public health, health promotion and wellbeing	Provide a coherent argument from a range of sources to rationalise problem solutions or evidence development in mental health and public health	Demonstrate a critical appreciation of how a career may develop within different mental health organisations	Demonstrate a critical appreciation of how a career may develop within different mental health organisations and consider the relevance of own employability and development of graduate attributes

## 19 Curriculum matrices

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

### Dip HE Health and Social Wellbeing

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</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>
Level 4	<i>Introduction to health and wellbeing</i>	Core	■	□	□	■	■	■	□	■	■	■	■	□	■	■	■
	<i>Introduction to mental wellbeing</i>	Core	■	□	□	■	■	■		■	□	■	■	□	■	■	■
	<i>Applied physiology in wellbeing</i>	Core	■	□	□	□	□	■		□	□	□	■	□	□	■	□
	<i>Equality and diversity</i>	Core	□	■	■	■	□	□		■	■	■	□	□	■	■	■
	<i>Study skills and self-development</i>	Core	■	■	□	□	□	■		■	□	■	□	■	■	■	■
Level 5	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>B3</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>
	<i>Professionalism and personal learning in a work based context</i>	Core	□	□	■	■	□	■		■	■	■	■	■	■	■	■
	<i>Social prescribing</i>	Core	■	■	■	■	□	■		■	■	■	■	□	■	■	■
	<i>Research Foundations</i>	Core	□	□	■	■	■	□		□	□	■	□	□	■	■	■
	<i>Support and empowerment in health and wellbeing</i>	Core	■	■	■	■	□	■		■	■	■	■	□	■	■	■
	<i>Social policy in health and wellbeing</i>	Core	□	■	■	■	□	□		□	□	■	■	□	■	■	■
	<i>Mental health across the lifespan</i>	Core	■	■	■	■	□	■		■	■	■	■	□	■	■	■

## BSc (Hons) Public Health and Wellbeing

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</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>
Level 4	<i>Introduction to health and wellbeing</i>	Core	■	□	□	■	■	■		■	■	■	■	□	■	■	■
	<i>Introduction to mental wellbeing</i>	Core	■	□	□	■	■	■		■	□	■	■	□	■	■	■
	<i>Applied physiology in wellbeing</i>	Core	■	□	□	□	□	■		□	□	□	■	□	□	■	□
	<i>Equality and diversity</i>	Core	□	■	■	■	□	□		■	■	■	□	□	■	■	■
	<i>Study skills and self-development</i>	Core	■	■	□	□	□	■		■	□	■	□	■	■	■	■
Level 5	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>B3</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>
	<i>Professionalism and personal learning in a work based context</i>	Core	□	□	■	■	□	■		■	■	■	■	■	■	■	■
	<i>Social prescribing</i>	Core	■	■	■	■	□	■		■	■	■	■	□	■	■	■
	<i>Research Foundations</i>	Core	□	□	■	■	■	□		□	□	■	□	□	■	■	■
	<i>Support and empowerment in health and wellbeing</i>	Core	■	■	■	■	□	■		■	■	■	■	□	■	■	■
	<i>Health Across the Life Course</i>	Core	■	■	■	■	□	■		■	■	■	■	□	■	■	■
	<i>Social policy in health and wellbeing</i>	Core	□	■	■	■	□	□		□	□	■	■	□	■	■	■
Level 6	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</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>
	<i>Preparing for Employment in Health, Mental Health and Wellbeing</i>	Core	■	■	■	■	□	■	■	□	□	■	□	■	■	■	■

	<i>Leadership and enterprise in health and wellbeing</i>	Core	■	■	■	■	■	■	■	■	□	■	■	■	□	■	■	■
	<i>Health improvement and promotion</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■	□
	<i>Global challenges in health and wellbeing</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■	□
	<i>Dissertation in Health, Mental Health and Wellbeing (Hons)</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□

### BSc (Hons) Mental Health and Wellbeing

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</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>
<b>Level 4</b>	<i>Introduction to health and wellbeing</i>	Core	■	□	□	■	■	■	□	■	■	■	■	□	■	■	■
	<i>Introduction to mental wellbeing</i>	Core	■	□	□	■	■	■		■	□	■	■	□	■	■	■
	<i>Applied physiology in wellbeing</i>	Core	■	□	□	□	□	■		□	□	□	■	□	□	■	□
	<i>Equality and diversity</i>	Core	□	■	■	■	□	□		■	■	■	□	□	■	■	■
	<i>Study skills and self-development</i>	Core	■	■	□	□	□	■		■	□	■	□	■	■	■	■
<b>L</b>	<i>Module Title</i>		<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>		<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</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>
	<i>Professionalism and personal learning in a work based context</i>	Core	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Social prescribing</i>	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Research Foundations</i>	Core	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Support and empowerment in health and wellbeing</i>	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Mental health across the lifespan</i>	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Mental health law and social policy</i>	Core	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</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>
Level 6	<i>Preparing for Employment in Health, Mental Health and Wellbeing</i>	Core	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Leadership and enterprise in health and wellbeing</i>	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Recovery and wellness in mental health</i>	Core	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<i>Mental health, stigma and society</i>	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level	<i>Dissertation in Health, Mental Health and Wellbeing (Hons)</i>	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>



## 20 Learning and teaching strategy

Learning and teaching on the programmes have been developed with reference to the University's learning, teaching and assessment strategy. In particular, learning and teaching activities aim to foster an inclusive, supportive and student centred approach to learning and teaching, which will enhance the capabilities and employability of students by embedding skills of the graduate (for example, problem solving, decision making, self-confidence and digital literacy skill).

The facilitation of learning within the subject area is grounded in philosophies of learning focused on health work and practice with student-centred, andragogical principles of teaching and learning. To this end a variety of interactive learning and teaching methods are used in modules. These include class room based interactive lectures, discussions, seminars, workshops, tutorial sessions, simulation, together with case-based learning supported by internet-based resources.

Interactive lectures are utilised to provide students with the theoretical concepts and ideas to inform their initial understanding of the contested nature of health and the multiple determinants that impact on the health experience. Lecturers recognise the richness of students' own life experiences, some of which may be informed by prior or current experience of health settings and therefore the lecturers work interactively with the student group to encourage them to reflect upon their experience, either theoretically or practically.

Knowledge gained from lectures is enhanced by case and enquiry based learning. Cases given to students are informed by service user stories to provide students with understanding of the lived human experience of health. This type of learning is designed to engender the development of compassionate values and attitudes in health and wellbeing. Seminar and small group work is also seen as an important strategy for developing the ability to work cooperatively, to delegate work effectively within the group and to commit to achievement of group tasks. These are essential skills for working in any health sphere and therefore, to this end, small group working and group projects are a key element of the teaching, learning and assessment strategy throughout the programmes. Small group activity and discussion also allows opportunity to draw a relationship between cases to the relevant theory, legal and policy frameworks, ethics and values in order to help the student to integrate this learning.

Dissemination of small group activities is shared back into the wider student group, so allowing greater knowledge of health to be developed.

Learning within the classroom is supported and facilitated through the use of Glyndŵr University VLE (*Moodle*). The use of interactive forums is well established within the subject area and provides an effective adjunct to case or enquiry based learning. For lecturers this means being able to engage in and moderate out of classroom discussions, to monitor group engagement and to ensure that the group remains focused. *Moodle* also acts as a means of adding to student learning resources, and provides an excellent means for all group communication.

Enabling students to discover more about their own learning preferences and study skills is an important element of cultivating the ability to read and learn independently and also to enable them to focus on their individual strengths and weaknesses in terms of learning and in terms of career aspirations. Study skills development is built into modules at level 4 and achievement of these is also embedded in the assessment strategy.

The philosophy of these programmes is to provide students with the opportunity to negotiate learning that will enhance their knowledge of and attributes for a particular career pathway or area of interest in their learning journey. Considering and directing own independent learning is an important step to becoming an autonomous lifelong learning graduate.

## **21 Work based/placement learning statement**

The use of work based learning (WBL) is a common strategy used within health and wellbeing educational programmes. Students will complete 20 credit Personal & Professional Development modules at level 5 (120 hrs) and 6 (120 hrs) which are designed to provide an opportunity for students to develop their understanding of work in the health & wellbeing fields and relate the realities of everyday experience to the theoretical underpinnings of working with people. Students will be expected to reflect on experiences within the work based learning environment incorporating their own and organisational practices in order to enhance their skills and knowledge in their chosen area of practice.

In order to assess their learning students will complete a portfolio as part of the Personal & Professional Development modules which will draw upon the WBL experience. Students will be responsible for organising their own individual WBL and will be supported in this task by the programme team. This work will be done within the initial taught elements of the WBL module(s).

There will be named module leaders who will provide support and guidance to students and have the responsibility of assessing potential WBL avenues. Additionally students will need to identify a work place facilitator to support them during work based experiences. The role of the facilitator is that of a learning enabler for the student and provide feedback to the student on their progress during WBL. Facilitators will be provided with a proforma on which to record this feedback.

To formalise the work based learning experiences, students will be asked to sign a Work Based Learning agreement that confirms the location and nature of the work based learning and gives a name and contact number for the facilitator. For any student where there may unexpectedly no longer be a learning environment available, the programme team and the student will look at alternative learning experiences. Depending on the circumstances, this may include a combination of organisational visits, observations, reflective activity, shadowing and the use of simulated learning. The academic team will organise this should it be required.



All students in undertaking work based experiences will have a responsibility to themselves, to their employer or any organisation affording them a work based learning opportunity. Students will be clearly informed that individuals and organisations must not be identified in any submitted work. The importance of confidentiality is utmost and any breach of confidentiality could result in reduced marks. This will be discussed with students at the beginning of each year, and they will be asked to sign a declaration that they understand the importance of not breaching confidentiality, are aware of the programme handbook and the need to access this resource, and that they will not intentionally plagiarise work. To reduce the risk of plagiarism, students will use Turnitin, as a developmental tool in line with university position. Students will be able to access this resource through Moodle to assess their ability to paraphrase work, avoid plagiarism and develop their academic writing skills across all modules.

## **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**

QAA (2006) Section 6 Assessment of Students, Glyndŵr University (2011) Learning, Teaching and Assessment Strategy has informed the development of the assessment strategy.

### **Formative Assessment**

Formative feedback is provided on all modules through sampling student's formative academic writing and through using individual and group work to feedback on progress. Moodle Forums provide opportunity to moderate and feedback on group discussions when working on individual or group tasks. 'Feed forward' opportunities have been identified early in Level 4. These allow students to submit a portion of their written work early so that they are able to embed the feedback in the completion of the first assignment. This Strategy is embedded throughout the programmes.

### **Summative Assessment**

The summative assessment strategy provides a range and variety of assessment methods in order to enable the demonstration of module and programme outcomes, including knowledge and understanding, intellectual, subject specific and transferable skill development. Assessments have been designed to meet the level requirements of CQFW (WG 2009) appropriate to an Honours Degree programme.

#### Level 4

Assessments have been developed to ensure that, through a variety and balance of approaches, students achieve the knowledge, understanding, application, action, autonomy and accountability defined by the Credit and Qualifications for Wales (CQFW) for Level 4.

The variety of assessment tasks at level 4 includes Moodle forums, presentations, an examination and reflective practice. Through these approaches, students are able to demonstrate awareness of the breadth and scope of health studies against the subject benchmark, and understand how this is informed by differing theoretical perspectives and approaches (CQFW 2009). For example, in a written piece, students explore apply theory to their own practice, whilst undertaking group work students are tasked to explore broad understandings and definitions of inequality and discrimination and to analyse, interpret and evaluate relevant information from this to identify a need for anti-oppressive and empowering practice. An examination on physiology demonstrates student's awareness of physiological understandings of health and wellbeing. The focus on group assessment in the Equality and Diversity module at level 4 enables students to take responsibility for their own actions and those of others within their group, whilst the formative completion of an annotated bibliography in their self-development portfolio allows students to review the appropriateness and effectiveness of published information and their academic development needs. Throughout all assessments, tasks enable students to utilise practical and theoretical understandings to begin to address complex, but well defined problems by being given a variety of problems to address. Students complete a portfolio and this enables them to plan a basic course of action for personal and professional development.

Students are assessed using criterion referencing using criteria developed from the assessment task and generic level 4 assessment criteria. All assessment criteria are permanently available for students on the programme page of their VLE from commencement of the programmes. They are also guided by their module leaders in regard to achieving these criteria.

#### **PROGRAMME ASSESSMENTS – LEVEL 4**

<b>Level 4 Module Code and Title</b>	<b>Assessment Type and Weighting</b>	<b>Assessment Loading</b>	<b>Indicative Submission Date</b>
HLT414 Introduction to Mental Wellbeing 20 credits Core	Moodle forum (30%) Reflection (70%)	500 2,000	Tri 1 wk 21 Tri 2 wk 29

HLT415 Introduction to Health and Wellbeing 20 credits core	Coursework (weekly forums) (50%)  Team presentation (50%)	1500  15mins	Tri 1 Wk 14 (formative) Tri 1 Wk 21  Tri 1 wks 15-20
HLT416 Study skills and self-development 40 credits Core	Portfolio with ongoing submission points.	5000 -5500	Tri 1 Wk 14 (formative) Wk 29, 33, 35,37,42
HLT417 Applied Physiology in Wellbeing 20 credits Core	Examination (100%)	1 ½ hours	Tri 2 wk 43
HLT419 Equality and Diversity 20 credits Core	Group presentation (100%)	20 mins	Tri 2 wk 41

### Level 5

Assessments have been developed to ensure that students achieve the knowledge, understanding, application, action, autonomy and accountability defined for Level 5. Tasks enable students to build on the level 4 knowledge and skills by encouraging students to further explore the depth of reasoning, breadth of theoretical perspective and the research underpinning health and health care activity. This enables students to consider how this deepening knowledge enables them to start to think creatively, provide rationale for actions and find new ways forward in considering health and wellbeing, contexts and complex healthcare problems. A written critique of research enables students to evaluate the worth of knowledge being used to underpin their thinking and actions. Additionally creating health information leaflets enables students to draw on innovative means, thus developing key employability skills. Problems become more complex as students are tasked with, for example, exploring the impact of long term and co-morbid health problems. Students' portfolios demonstrate ongoing exercise of judgement and autonomy as they begin to develop their career plan and demonstrate learning from relevant work experience.

### **PROGRAMME ASSESSMENTS – LEVEL 5**

<b>Level 5 Module Code and Title</b>	<b>Assessment Type and Weighting</b>	<b>Assessment Loading</b>	<b>Indicative submission date</b>
HLT514 Professionalism and Personal Learning in a Work Based Context 20 credits Core (all programmes)	Coursework portfolio (100%)	3,500	Tri 2 week 41
HLT515 Social Prescribing	Case study (100%)	3,500	Tri 1 wk 25

20 credits Core (all programmes)			
HLT520 Research Foundations in Health, Mental Health and Wellbeing 20 credits Core (all programmes)	Research Proposal (100%)	3,500	Tri 2 wk 26
HLT511 Support and Empowerment in Health and Wellbeing 20 credits Core (all programmes)	Case study (100%)	3,500	Tri 2 wk 27
HLT512 Mental Health Across the Lifespan 20 credits Core MHW	Health promotion leaflet (40%)	1000	Tri 2 wk42
	Supporting rationale (60%)	2,500	
HLT513 Mental Health Law and Social Policy 20 credits Core MHW	Essay (100%)	3,500	Tri 2 Wk 44
HLT519 Health Across the Life Course 20 credits Core PHW	Poster presentation (40%)	15mins	Tri 2 wk42
	Individual essay (60%)	2500 words	Tri 2 wk42
HLT517 Health and Social Policy in Wellbeing 20 credits Core PHW	Essay (100%)		Tri 2 Wk 44

### Level 6

Assessments have been developed to ensure that, through a variety and balance of approaches, students achieve the knowledge, understanding, application, action, autonomy and accountability defined for Level 6.

The Dissertation is a piece of work which allows students to demonstrate awareness of current developments in an area of their choice, use relevant research to inform actions, and demonstrate understanding of the current context in which health is situated. The use of oral presentations allows students to articulate their ability to initiate and lead tasks and processes, for example, taking responsibility for planning and developing their own learning and development and exercising autonomy and judgement in this – in preparation for employment interviews. Report writing is included to enable students to demonstrate their ability to critically analyse, interpret and evaluate complex information, underpin this with theoretical understanding and create ways forward to manage complex issues.

## PROGRAMME ASSESSMENTS – LEVEL 6

Level 6 Module Code and Title	Assessment Type and Weighting	Assessment Loading	Indicative submission
HLT617 Dissertation in Health, Mental Health and Wellbeing 40 credits Core	Dissertation (80%)  Oral assessment (20%)	6000  10 minutes	Tri 2 wk 40
HLT614 Leadership and Enterprise in Health and Wellbeing 20 credits Core	Oral assessment  Report	15 mins & 5min questions  2500	Tri 1 wk 20  Tri 1 Wk 21
HLT613 Preparing for Employment in Health, Mental Health and Wellbeing 20 credits Core	Practical (40%)  Reflection (60%)	15 minutes + 700 words  2000	Tri 2 wk 29  Tri 2 wk 42
HLT615 Health Improvement and Promotion 20 credits Core PHW	Health promotion leaflet (40%)  Supporting rationale (60%)	1500  2500	Tri 1 wk 26
HLT616 Global Challenges in Health and Wellbeing 20 credits Core PHW	Multimedia campaign presentation 100%	20 minutes	Tri 2 wk 41
HLT611 Recovery and Wellness in Mental Health 20 credits Core MHW	Reflective practice 100%	4000	Tri 1 wk 26
HLT612 Mental Health, Stigma and Society	Presentation 100%	4000	Tri 2 wk 41

Assessment loading throughout all levels is designed to ensure that assessment provides motivation for and deeper approach to learning but does not overwhelm the student, potentially increasing the likelihood of a surface approach to learning. This has been carefully considered and there are no more than two elements of assessment per 20 credits. Where assessment has been divided into two this has either been to ensure that all module outcomes are tested appropriately, or where two elements of assessment are part of a cumulative learning and assessment exercise. As a guide to ensuring consistency in assessment task across modules, the written word equivalent for 20 credit modules at level 4 is 3000, at level 5 is 3500 and level 6 is 4000. The increasing word allowance is to recognise students increasing need to explore subjects in greater depth, for example through presenting conflicting and debating arguments and the analysis, synthesis and evaluation of an increasing range of literature. With a similar rationale time given for individual and group presentations increases across

levels 4-6. Students who are absent on the day of individual or group presentations must apply to have their extenuating circumstances considered. For group presentations, where extenuating circumstances are upheld an equivalent assignment task may be devised by the module team. This will be agreed as equivalent in meeting learning outcomes by the programme leader(s) and external examiner. For individual presentations, where extenuating circumstances are upheld a further presentation date will be provided. Students who do not have extenuating circumstances upheld with regard to absence on the day of presentations will be considered as a non-submission of assessment.

Students are assessed using criterion referencing using criteria developed from the assessment task and generic level 4, 5 or 6 assessment criteria as relevant to level. Students will be provided with a module handbook including their assessment brief and marking criteria at the beginning of the module in order to give them the maximum time to complete the assessment task. Assignments and presentations will be marked against an assessment rubric and level criteria as demanded by the level of module outcomes and the module task. All assessment tasks and module specific assessment criteria at level 5 and 6 are agreed with the module external examiner prior to commencement of the module. All work on the programmes, where appropriate, will be submitted electronically through *Turnitin* and feedback will be provided via *Grademark* within three weeks as per University guidance.

Academic misconduct is taken very seriously and cases are referred using the academic misconduct process. The University has now made *Turnitin* available as a learning tool for students so that they can gain formative feedback on referencing technique and so avoid making any inadvertent errors.

## 24 Assessment regulations

The programmes are subject to Glyndŵr University Regulations for Bachelor's Degrees, Diplomas and Certificates

### **Derogations**

*n/a*

### **Non-credit bearing assessment**

*n/a*

### **Borderline classifications (for undergraduate programmes only)**

As per Wrexham Glyndŵr University academic regulations

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

*n/a*

## **25 Management of Programmes**

### **Programme leaders**

**Dip HE Health and Social Wellbeing - Cathy Hewins**  
**BSc Public Health and Wellbeing – Justine Mason**  
**BSc Mental Health and Wellbeing – Justine Mason**

### **Programme teams**

Cathy Hewins – Senior Lecturer Health  
Justine Mason – Senior Lecturer Health  
Dr Edna Astbury- Ward – Senior Lecturer Nursing  
Dr Nikki Lloyd Jones - Senior Lecturer Nursing  
Dr Tim Donovan –Senior Lecturer Sport and Exercise Science  
Dr Sharon Wheeler – Lecturer – Public Health and Wellbeing

### **Quality management**

The programme leaders take responsibility for the day to day management of the programmes and produces annual programme handbooks, ensure student representation at the Student Voice Forum, collate and report on course and student information to the School Board, including the production of annual monitoring reports. They ensure that the programmes are marketed and students recruited to the targets set.

### **Module Leader**

Module leaders ensure that their module is delivered to the best possible standard through developing the scheme of work for the module, liaising with the programme leaders over management and delivery of module – timetabling, booking rooms, arranging speakers for example, preparing and ensuring availability of the module handbook and timetable to students, providing academic support for students in completion of assessments, arranging marking for the module in discussion with the programme leaders, evaluating the module and forwarding results to the programme leaders.

### **Quality management – responsibility**

The system of programmes management and accountability operates principally at Subject level. At University level staff in the Student Programmes Centre deals with student queries, enrolment and attendance and achievement tracking. The

management and oversight of the quality of programmes are the remit of the programme leaders who are accountable, in turn, to the designated associate head. The associate head leads the health team in subject management, assuring the overall management of quality in the subject area – coordinating area meetings to identify cross subject quality issues and ensuring that there are sufficient resources to support the quality of programme delivery and student experience.

### **Programme Team meetings and School Boards**

Quality assurance, monitoring and enhancement of programmes are addressed by programme, school and assessment boards.

### **Student Voice Forum**

The University is committed to ensuring that students are at the centre of quality management and improvement. The programme leaders convene a Student Voice forum (SVF) once a semester to allow student representatives to raise issues of quality; this feeds into the programme team meetings and programme boards. Students on these programmes have a student representative for each cohort who is invited to attend the SVF meetings held each semester. Apart from direct student representation on the School Board, student views are obtained by the use of the University's Student Evaluation of Module (SEM) surveys and through the National Student Survey (NSS) for the subject area.

### **Annual Monitoring**

Each year an annual report (AMR), which reflects monitoring activities and evaluations of all stakeholders, will be submitted by the programme leaders, in consultation with all module leaders. This is discussed at a specially convened subject meeting. Any resource implications or unresolved quality issues are referred to the designated associate head. Copies of the AMR and the subject meeting minutes are then forwarded to the Academic Quality and Standards Unit in Academic Registry.

### **Research and scholarship activity**

The core programme team are all external examiners at other academic institutions. They actively engage in presenting at conferences on a range of current issues and are active in writing for publication in both academic journals & health related book chapters. This demonstrates a wide range of research interests whilst also informing the team's practice and affording key benchmarking opportunities.

- **Research Work:** Public service interpreters and care ethics, the experience of living with tinnitus, in-patient dignity, decision making and veterans
- **Publications:** Empathy and immersive learning; experiences of living with tinnitus, mentorship, nursing models
- **Conference presentations:** Ethics and Student Engagement, Veteran Champions Event, Networking for education in healthcare, public services



interpreters and care ethics. Ethical dilemmas for public service interpreters, experiences of living with tinnitus

Please see CVs for further detail

## 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' Union

Support for student learning is detailed in the programme student handbooks and on the Moodle student site.

### **School support for students**

Personal tutors will be allocated to students on commencement of their respective programmes. The personal tutor is responsible for supporting and monitoring the progress and personal and professional development of the student over the period of the programme, meeting with the student on at least three occasions in each academic year. Personal tutors provide feedback on the overall progress of students to the Programme Leaders and identify if any difficulties are occurring. They provide support over pastoral issues to students, referring students to the wide range of University support services available to them when required.

The programme team are very experienced in engaging with a diverse group of students with a varied range of external commitments and personal/ health responsibilities. When students experience difficulty in meeting assessment deadlines due to external responsibilities, every consideration is given to ensure that an extension is available and students are advised to utilise the extenuating circumstances process if a longer period of mitigation is required. Students may also suspend studies where personal circumstances prevail.

## **Induction**

The programme team lead an induction week for all new students on the programmes, where students are introduced to the programmes and provided with the programme handbooks. Students will also be introduced to the IT resources at the University, including the Moodle site. Students have introductory sessions to the library during the PPD module and are able to follow these up with one to one tutorials with study skills/ library staff as required.

## **Programme specific support for students**

There is a wealth of health knowledge and experience both within the health team, as well as in the wider University. The team are highly experienced at delivery of education in health and engage with employers and workplace mentors. Good library, IT and classroom facilities on campus are accessible to support these programmes. The evaluation and updating of resources are achieved as a normal part of continuing quality monitoring and evaluation of programmes. The courses are supported by Moodle VLE with all programme materials being added to the programme sites at appropriate times.

In addition to the personal tutor system, there is also further support available to all new students through the peer mentoring scheme. Existing students volunteer to support more junior colleagues and all peer mentors provide a professional profile of themselves and their student email for contact via the VLE.

## **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. These programmes comply 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.

Students who seek assessment for or disclose disabilities will be supported by Glyndŵr University's Disability and Learning Support Team in making that assessment and in defining reasonable adjustments. Information to students is published on the website. Students, who have not already done so, will be encouraged to disclose disabilities so that reasonable adjustments can be made. The University aims to provide equality of opportunity for students, providing, wherever reasonable and possible, the resources and learning opportunities that are needed by students with specific learning needs.