

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University and University Collaborative Partners
Details of accreditation by a professional, statutory or regulatory body	N/A
Final award/s available	BSc (Hons) BSc Ordinary Diploma in Higher Education
Award title	International Healthcare Studies
JACS2 code	B700
UCAS Code	
Relevant QAA subject benchmark statement/s	Health Studies (2008)
Other external and internal reference points used to inform the programme outcomes	CQFW/FHEQ
Mode/s of study	Full-time
Language of study	English
Date at which the programme specification was written or revised	April 2013

Distinctive features of the programme

The programme, which is validated for delivery by University partners only, aims to enable overseas students to develop a systematic understanding and critical knowledge of healthcare from a global perspective, demonstrate skills of enquiry and critical analysis of healthcare policy and practice, and present clear commentary and critical discussion based on research evidence and scholarship. The programme has been developed as a direct result of prior experience in meeting the needs of overseas students.

The academic level of intended outcomes is in line with the WHO strategy to ensure registered health professionals can demonstrate 'graduateness' in the analytical and problem-solving skills required to manage patient care.

The programme, which is theoretical in nature, encourages healthcare practitioners to critically reflect on and analyse practice, evaluate the evidence base for practice and identify best practice in a given context, but not to engage in practice.

There is no L4 in this programme as all students are given advanced standing for healthcare professional courses undertaken in their home country, providing they are the equivalent of the minimum of a UK diploma in higher education. Overseas students holding UK HNC/HND or equivalent qualifications may also access the course.

The programme may be accessed at L5 (diploma) or L6 (degree), the former by advanced standing alone, the latter by advanced standing and AP(E)L. A Secure English Language Test (SELT) Score equivalent to IELTS 6.0 aggregate is required for entry to L5 of the programme whilst IELTS 6.5 aggregate is required to access L6.

Normally students coming directly from overseas will access the programme at L5, irrespective of previous academic and professional qualifications, in order to strengthen their academic skills before commencing degree level studies.

Exceptionally, where students holding the overseas equivalent to a UK honours degree qualification wish to access the programme at L6 directly, factors such as English language and performance at interview are taken into account. If accepted onto the programme, these students will be required to take modules in English language and study skills at L5. They must also AP(E)L the remaining 80 credits of L5 study.

Overseas students holding an HND following study in the UK may also access L6 directly but must undertake a study skills module at L5 and AP(E)L the remaining 100 credits of L5 study.

The structure, content and delivery methods have been designed to increase student engagement and progression.

Students' interest is promoted by the topics studied, which allow students to bring their knowledge and experience from their home country into the content of the programme, thus promoting dissemination of good practice, and by involving them in group/project work and using a full range of assessment methods. Large group lectures, a familiar strategy to most students, are supported by small group tutorials to promote critical reflection and analysis. Project-based learning features at L5 and is used again for preparation, in part, of the dissertation. All learning is supported by use of the Virtual Learning Environment, Moodle.

Programme structures and requirements, levels, modules, credits and awards

The maximum length of the programme is set at 5 years as this corresponds with the maximum length of any Tier 4 visa issued by the UKBA. Students undertaking L5 and L6 complete within 2 calendar years and those taking L6 only within 1 calendar year. There are exit points at Diploma (fall-back award only), Ordinary Degree and Honours Degree.

The programme comprises core and optional modules. Core modules and options are determined by the need to ensure students meet all programme outcomes. Core modules are those designated to be essential to the programme whilst optional modules provide the opportunity for pursuing personal interest. Optional modules available to study at any institution are determined by the expertise of staff and student preference, hence not all optional modules are available at every delivery site.

Core and optional modules included in the programme are listed in Table 1 which also indicates the award in which they are included.

Table 1: Core and optional modules:

ModuleTitle	Module Leader (Glyndŵr University)	Core/ Option	Level	Credits
Level 5				
Introduction to Academic Study in English (NHS516)	L Luukko-Vinchenzo	C	5	20
Studying Health Subjects in the UK (NHS517)	G Stevenson	C	5	20
Research Foundations in Healthcare (NHS502)	T Ross	C	5	20
Global Principles of Care (NHS518)	T Ross	C	5	20
Principles of Healthcare Management (NHS522)	G Stevenson	O	5	20
Supporting individuals and their families through significant life events (NHS519)	E Picking	O	5	20
Promoting Global Public Health (NHS520)	P Hibberd	O	5	20
Vulnerability and Care (NHS521)	B Evans	O	5	20
Level 6				
Process of Enquiry (NHS601)	T Ross	C	6	20
International Healthcare Project (NHS680)	P Hibberd	C	6	40
Leadership in Healthcare for International Health Professionals (NHS679)	T Ross	O	6	20
Managing teaching and learning in healthcare (NHS682)	G Stevenson	O	6	20
Enhancing Patient/Client Nutrition: a Global Perspective (NHS683)	T Ross	O	6	20
Communication for International Health Professionals (NHS684)	P Hibberd	O	6	20
Critical Perspectives On Dementia Care (NHS681)	M Lloyd	O	6	20

Whilst the actual delivery pattern might differ between partners, the following benchmarks for delivery will be applied.

Periods of Study:

Students normally study 120 credits in an academic year. This is delivered either during periods of 12 weeks (terms or trimesters) or 15 weeks (semesters). Timetabled study includes 2 weeks for assessment preparation and tutorials and sufficient time at points of progression for students to recover referred assessments.

The exception to this is where students accessing the course at L6 are required to undertake additional study at L5 as outlined below.

CAS:

Confirmation of Acceptance for Studies (CAS) is issued by the Institution where the student is studying for the full period of study, including any additional study weeks. The end date of the CAS is the date of the assessment board at which the student is expected to pass on his/her first attempt.

Numbers of Intakes:

Each Collaborative Partner determines the pattern of this delivery as well as the numbers of intakes per year, the maximum number of intakes per year being 3. Both are approved by the University at the joint approval event.

Sequencing:

L5 entrants:

Students on L5 take 'Introduction to Academic Study in English' and 'Studying Health Subjects in the UK' during term/trimester 1. The remaining L5 modules may be delivered in any order, although 'Research Foundations in Healthcare' is a good foundation for further study and 'should', rather than 'must' be taken in during the second period of study.

L6 entrants:

Depending on SELT scores (see next section), students on L6 take **either** 'Introduction to Academic Study in English' and 'Studying Health Subjects in the UK' as a 10 week programme **or** 'Studying Health Subjects in the UK' as a concentrated programme over 5 weeks prior to starting their L6 studies thereby extending their period of study. At L6, modules may be delivered in any order. Normally all modules will have been studied before commencing the dissertation.

Sequencing of study is illustrated in figures 1 and 2.

Timetabling:

At programme delivery approval Collaborative Partners will have indicated their timetables for delivering this programme and identify the optional modules they intend to deliver. All programmes must include a minimum of 15 hours contact with students per week to meet UKBA requirements. Contact is defined as timetabled classes, tutorials, group work and directed work which appears on the timetable. The normal expectation for any undergraduate student is that they will spend half that time again in independent study, reading, reviewing class notes, researching further information and preparing, as required, for class sessions.

Timetable information is contained on the websites of partner institutions and may be accessed through hyperlinks from Glyndŵr University web pages.

Criteria for admission to the programme

IELTS Levels (or equivalent Secure English Language Test [SELT])

Entry requirements for L5 study is IELTS 6.0 (aggregate with no less than 5.5 in any category).

Students wishing to access L6 directly must have an IELTS score of 6.5 (aggregate with no lower than 6.0 in any one section). Entry to L6 is an exceptional situation and involves AP(E)L of L5 credits where these are not studied. There are two situations in which this may occur:

- 1) Students accessing the programme at L6 coming directly from overseas: these students are required to undertake both 'Introduction to Academic Study in English' and 'Studying Health Subjects in the UK' at L5. Progression to L6 study would thus only be permitted on successful completion of both modules studied and approved AP(E)L of 80 credits.
- 2) Students who had previously studied in the UK (HND/FD/DipHE): These students are exempt from the 'Introduction to Academic Study in English' but are required to

take 'Studying Health Subjects in the UK' as this introduces them to strategies such as critical reflection which are used frequently in health studies. Progression to L6 study would be dependent on successful completion of this module and AP(E)L against the remaining 100 credits.

Students have three attempts to succeed at all modules studied and if not successful at this point would be exited from the programme as continuation without the requisite skills would be of no benefit to the student.

Academic Prerequisites:

The programme is open to overseas students holding a nursing or healthcare diploma, associate degree or degree with registration in their home country providing their academic qualification is listed by UKNARIC as the equivalent to a UK Diploma of Higher Education or degree.

Overseas students who have previously studied in the UK and hold an HND/FD in health and social care or equivalent diploma qualification will also be considered providing they can demonstrate appropriate levels of English language and academic skills.

Students holding a Diploma of Higher Education (or associate degree) in nursing or other healthcare professional area must access the programme at L5 but those holding an honours degree from their home country may access the programme at either L5 or L6. English language capability and their performance at interview will be the deciding factors in the option between levels of access.

Options Available:

There are 3 options available to students as illustrated in Figures 1 & 2:

For students holding a diploma, associate degree or honours degree in nursing/healthcare in their home country:

- 1) Diploma level study and completion of Honours degree
- 2) Diploma level study and completion of an Ordinary degree (normally an intended award but may be the fall-back award for students not successfully passing the International Healthcare Project)

The Diploma in Higher Education exit is a fall back award only.

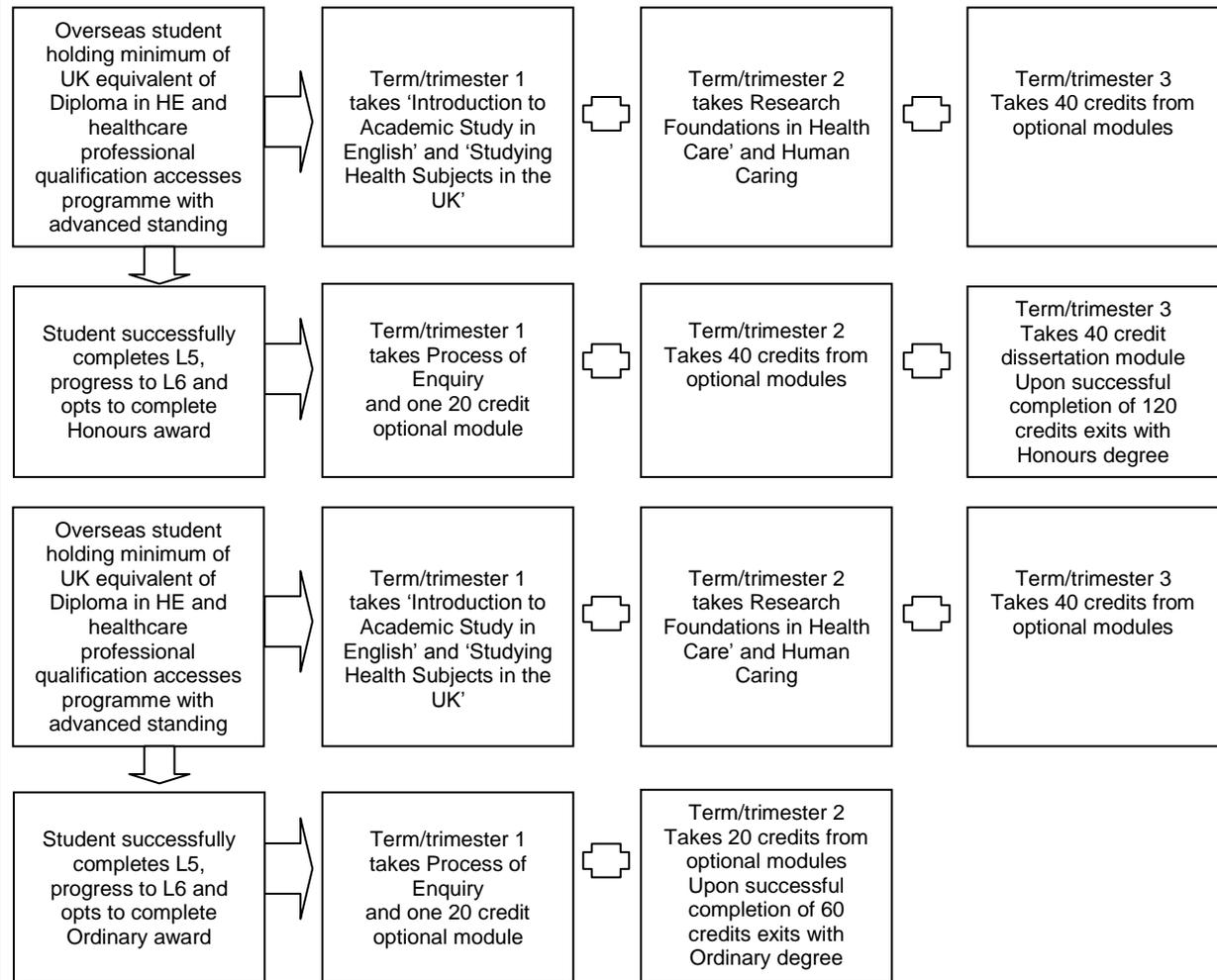
For students holding an honours degree in nursing/healthcare in their own country and those holding a UK HND/FD:

- 3) Honours degree level study with the possibility of continuing on to Master's level study.

(Please note there is no fall-back award for these students as the 120 credits studied are at L6 only and therefore this version of the programme does not fall within the regulations for either a pass degree or an ordinary degree.)

Figure 1: Options for progression and sequencing studies- intended awards:

Students entering at L5



Students entering at L6

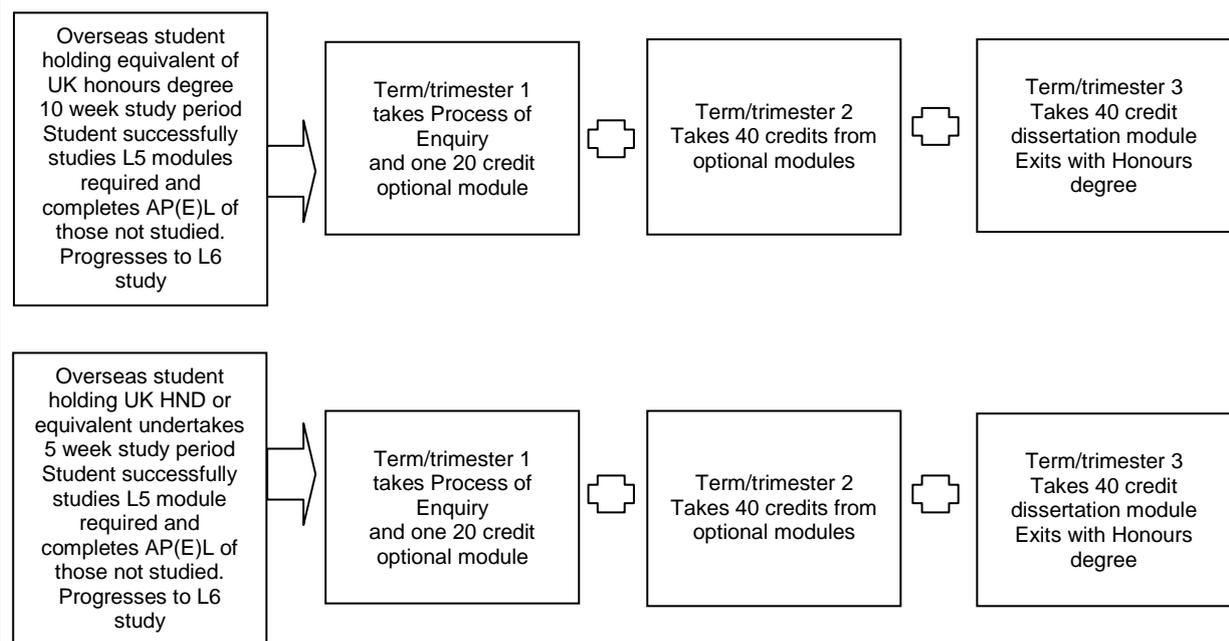
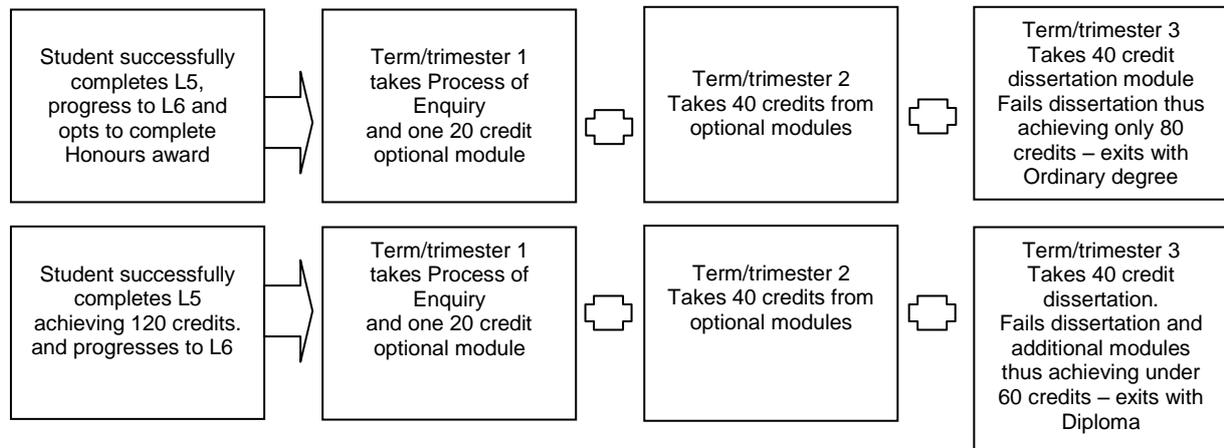


Figure 2: Options for progression and sequencing studies- fallback awards

Students entering at L5



In summary, **entry requirements are as follows:**

To be eligible for admittance to L5 this programme a candidate shall:

1. Hold a qualification in healthcare from their home country which is the equivalent to the minimum of a UK Diploma in Higher Education, i.e. a diploma, associate degree or honours degree,
- or
2. Hold a UK Higher National Certificate in Health and Social Care or a Higher National Certificate or health-related Certificate in Higher Education which is considered equivalent by the programme team;

and

Where the candidate has not previously studied at CQFW/QAA L4 or above in the UK

3. Have a certificated English language score of IELTS 6.0 aggregate (or equivalent SELT score)

To be eligible for admittance to L6 this programme a candidate shall:

1. Hold a qualification in healthcare from their home country which is the equivalent to a UK honours degree,
- or
2. Hold a UK Higher National Diploma in Health and Social Care or a Higher National Diploma, Foundation Degree or health related Diploma in Higher Education which is considered equivalent by the programme team;
3. Demonstrate through study and AP(E)L against the programme that 120 credits at L5 has been achieved;

and

Where the candidate has not previously studied at CQFW/QAA L5 or above in the UK

4. Have a certificated English language score of IELTS 6.5 aggregate (or equivalent SELT score)

Where a candidate holding an overseas diploma or associate degree and IELTS score of 6.5 aggregate wishes to access L6 of the programme, their suitability to do so will be determined by interview.

Aims of the programme

Honours degree:

The programme aims to enable the student to:

1. Develop a systematic understanding and critical knowledge of healthcare from a global perspective;
2. Demonstrate skills of enquiry and critical analysis of healthcare policy and practice;
3. Present clear commentary and critical discussion based on research evidence and scholarship some of which is at the forefront of healthcare.

Ordinary Degree:

The programme aims to enable the student to:

1. Develop critical understanding and knowledge of healthcare from a global perspective;
2. Demonstrate skills of enquiry and critical analysis of healthcare practice;
3. Present clear commentary and critical discussion based on research evidence and scholarship.

Intended learning outcomes of the programme

On completion of Level Five, students will be able to:

A) Knowledge and understanding:

- A1 Articulate the role of individual biological, social and cultural differences in affecting health status and how these will create differences in the experience of health and well-being;
- A2 Identify the diverse determinants of health and well-being at a societal level and identify contemporary issues in global healthcare;
- A3 Examine theoretical and professional rationales concerning health interventions including health promotion and health education;
- A4 Articulate the central place of research activity in the development of the subject and demonstrate its use in the evidence base of practice;
- A5 Critically discuss theories and techniques of leadership and management as applied to healthcare at the individual patient/client or organisational levels.

B) Intellectual skills:

- B1 Identify and propose solutions to problems;

- B2 Apply research findings relevant to health and health issues examined.
- C) *Subject skills:*
- C1 Compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts;
- C2 Develop logical arguments from contesting theories relating to health and health issues;
- C3 Reflect on the links between individual experience of health and health issues and the wider structural elements relevant to health and well-being.
- D) *Practical, professional and employability skills:*
- D1 Communicate with others in a clear and competent manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work;
- D2 Present ideas and arguments in a logical manner in a variety of formats;
- D3 Work with others in groups, taking responsibility for an agreed area of a shared activity, negotiate formally and informally as appropriate;
- D4 Carry out tasks independently;
- D5 Use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task;
- D6 Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate.

On completion of Level Six (Ordinary Degree), students will be able to:

- A) *Knowledge and understanding:*
- A1 Critically discuss the role of individual biological, social and cultural differences in affecting health status and how these will create differences in the experience of health and well-being citing the evidence base for such discussions;
- A2 Analyse the diverse determinants of health and well-being at a societal and policy level and identify contemporary issues in global healthcare;
- A3 Critically examine theoretical and professional rationales concerning health interventions including health promotion and health education;
- A4 Articulate the central place of research activity in the development of the subject and demonstrate its use in the evidence base of practice;
- A5 Critically appraise theories and techniques of leadership and management as applied to healthcare at the individual patient/client or organisational levels.

B) Intellectual skills:

- B1 Identify and propose solutions to problems;
- B2 Draw on research and research methodologies to locate, review and evaluate research findings relevant to health and health issues examined.

C) Subject skills:

- C1 Compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts;
- C2 Synthesise coherent arguments from a range of contesting theories relating to health and health issues;
- C3 Critically reflect on the links between individual experience of health and health issues and the wider structural elements relevant to health and well-being and the evidence base which demonstrates this.

D) Practical, professional and employability skills:

- D1 Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work;
- D2 Present ideas and arguments in a well-structured and coherent manner in a variety of formats;
- D3 Work with others in groups, taking responsibility for an agreed area of a shared activity, negotiate formally and informally as appropriate;
- D4 Carry out tasks independently.
- D5 Use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task
- D6 Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate.

On completion of Level Six (Honours Degree), students will be able to:

A) Knowledge and understanding:

- A1 Critically discuss the role of individual biological, social and cultural differences in affecting health status and how these will create differences in the experience of health and well-being citing the evidence base for such discussions;
- A2 Critically analyse the diverse determinants of health and well-being at a societal and policy level and identify contemporary issues in global healthcare;
- A3 Critically examine theoretical and professional rationales concerning health interventions including health promotion and health education;

A4	Demonstrate critical understanding of the central theoretical arguments and paradigms in health research;
A5	Critically appraise theories and techniques of leadership and management as applied to healthcare at the individual patient/client or organisational levels and synthesize strategies to manage change.
B)	<i>Intellectual skills:</i>
B1	Appraise and propose solutions to problems based on research and scholarship;
B2	Critically review research and research methodologies to determine best practice in dealing with the health issues examined;
B3	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge.
C)	<i>Subject skills:</i>
C1	Critically compare and contrast a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts;
C2	Synthesise coherent arguments from a range of contesting theories relating to health and health issues;
C3	Critically reflect on the links between individual experience of health and health issues and the wider structural elements relevant to health and well-being and the evidence base which demonstrates this;
C4	Draw on research and research methodologies to locate, review and evaluate research findings relevant to health and health issues.
D)	<i>Practical, professional and employability skills:</i>
D1	Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work;
D2	Present ideas and arguments in a well-structured and coherent manner in a variety of formats;
D3	Work with others in groups, taking responsibility for an agreed area of a shared activity, negotiate formally and informally as appropriate;
D4	Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources;
D5	Use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task
D6	Critically reflect on and review progress in their own studies, and seek assistance or guidance as appropriate.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

			<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																	
<i>Level 5</i>	<i>Module Title</i>	<i>Core Option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>		<i>C1</i>	<i>C2</i>	<i>C3</i>		<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
	Introduction to Academic Study in English	C			*			*				*			*	*	*	*	*	*
	Studying Health Subjects in the UK	C				*		*	*				*		*	*	*	*	*	*
	Research Foundations in Healthcare	C			*	*		*	*			*			*	*	*	*	*	*
	Global Principles of Care	C	*	*	*	*	*	*	*		*	*	*		*	*	*	*	*	*
	Principles of Healthcare Management	O				*	*	*	*		*	*	*		*	*	*	*	*	*
	Supporting individuals and their families through significant life events	O	*	*	*	*	*	*	*		*	*	*		*	*	*	*	*	*
	Promoting Global Public Health	O	*	*	*	*	*	*	*		*	*	*		*	*	*	*	*	*
	Vulnerability and Care	O	*	*	*	*	*	*	*		*	*	*		*	*	*	*	*	*
<i>Level 6 (Ordinary)</i>	<i>Module Title</i>	<i>Core Option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>		<i>C1</i>	<i>C2</i>	<i>C3</i>		<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
	Process of Enquiry	C	*	*	*	*		*	*			*	*		*	*	*	*	*	*
	Leadership in Healthcare for International Health Professionals	O				*	*	*			*	*			*	*	*	*	*	*
	Managing teaching and learning in healthcare	O			*	*	*	*	*		*	*			*	*	*	*	*	*
	Enhancing Patient/Client Nutrition: a Global Perspective	O	*	*	*	*	*	*	*		*	*	*		*	*	*	*	*	*
	Communication for International Health Professionals	O	*		*	*	*	*	*		*	*	*		*	*	*	*	*	*
	Critical Perspectives On Dementia Care	O	*	*	*	*	*	*	*		*	*	*		*	*	*	*	*	*
<i>Level 6 (Honours)</i>	<i>Module Title</i>	<i>Core Option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
	Process of Enquiry	C	*	*	*	*		*	*	*		*	*	*	*	*	*	*	*	*
	International Healthcare Project	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Leadership in Healthcare for International Health Professionals	O				*	*	*	*	*	*	*		*	*	*	*	*	*	*
	Managing teaching and learning in healthcare	O			*	*	*	*	*	*	*	*		*	*	*	*	*	*	*
	Enhancing Patient/Client Nutrition: a Global Perspective	C	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

<i>Level 6 (Honours)</i>	<i>Module Title</i>	<i>Core Option</i>	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
	Communication for International Health Professionals	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Critical Perspectives On Dementia Care	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Full module delivery plans are developed with partner providers for each module.

Contact hours are indicated on each module specification. For example, a 20 credit module stipulates 80 hours of contact and this would normally be delivered as a minimum of 8 hours per week per module. Normally 2 modules (or one 'double' module) are delivered each term/trimester. If a semester system is used, students would study 3 modules totalling 60 credits (or 1 single and 1 'double' module) per semester and contact time for each module would be a minimum of 6 hours per week. These patterns also ensure that UKBA requirements are met.

A range of teaching and learning strategies, based on previous experience when teaching overseas students, are to be employed to enhance student engagement and achievement.

Many students on this programme will have experienced mainly didactic learning and teaching methods in their countries of origin and their experience of higher education will have been based largely on rote learning. The aim of the programme is, therefore, to promote critical thinking, analysis and critical reflection on their existing knowledge and new knowledge introduced in the programme.

Basic facts and figures, theories and principles will be conveyed in the large group lecture format with appropriate support from audio-visual and web-based materials. Further information will be made available through the vle, Moodle or equivalent. Where deemed beneficial, team teaching is used to ensure all those involved in the delivery and the assessment of the module are fully conversant with the content being covered.

Lectures will be followed by smaller group tutorials/discussions where students will be facilitated in analysing and critically appraising information conveyed, as appropriate to their level of study. In these small groups, strategies such as role play, case studies and problem-solving activities may be used. Students will be encouraged to read relevant materials in preparation for lectures and tutorials. Once students are sufficiently experienced, leadership of tutorials may be devolved to them with the support of the lecturer.

A new learning strategy being introduced is that of 'project-based learning'. This will feature in two modules at L5 and two, including the final project (dissertation), at L6. Effectiveness will be monitored closely and specifically evaluated by students and academic staff. Although this is a strategy used largely in secondary rather than tertiary education, it is felt that using this approach will help students to develop critical thinking skills and, by having to work together, enhance engagement in their studies through peer pressure. The principles employed are similar to those of 'problem-based learning' and 'case-based learning' which are frequently used in healthcare education. As these students are not dealing with patient care from a practitioner perspective, but with completing a task – an assignment, this method was felt to be more appropriate. Literature on Project-based Learning indicates that the method enables the development of inquiry skills and systematic and collective reflection and promotes 'psychological safety' within the group (Ayas and Zeniuk, 2001). Helle et al's (2006) systematic review of project-based learning in post-secondary education suggests that it promotes 'deep-level learning' although enhanced student motivation was anecdotal only.

Assessment strategy used to enable outcomes to be achieved and demonstrated

All modules are assessed by strategies appropriate to and linked directly with module outcomes.

Assessments include written essays and reflections, case studies, projects, posters, portfolios and presentations.

With the exception of one L5 module (Principles of Healthcare Management) all modules have an individual assessment although several include group assessments which form the 'project' element of the project-based learning employed. Group assignments will be given a group mark. Group marks for other modules can comprise up to a maximum of 50% of the module mark, although for others the weighting of group work is only 20%.

All written assessments will be submitted electronically through Turnitin. Online marking will take place where feasible.

Marking is carried out by academic staff of the Collaborative Partner with the support of the Academic Link who also moderates samples of work to ensure marking is valid, fair and equitable before sending work to the nominated External Examiner.

Marking takes place using objective criteria for the level of the work and against assessment guidelines produced for each assignment which indicate the general expectations for the assessment and weighting of sections therein. All marking guidelines include a section, normally 5%, for 'presentation' – logic and coherence, spelling and grammar, referencing and confidentiality. Guidelines which are developed between the Academic Link and the academic staff of the Partner, are agreed with the External Examiner. These are made known to the students at the beginning of each module.

Assessment Schedule

All modules are assessed summatively at the end of taught sessions. Submission dates are given to students at the start of each module. Assessment weeks for study, preparation of assignments and tutorials are timetabled to demonstrate to the UKBA that contact is being maintained with students. Formative assessment is conducted, as required, alongside taught sessions.

Assessments are summarised below:

Module Title	Assessment
Level 5	
Introduction to Academic Study in English	1. Examination (2 hours 25 minutes) (formative) 2. Essay (2,500 words)
Studying Health Subjects in the UK	1. Literature Review (1000 words) (30%) 2. Presentation (10 minutes) (20%) 3. Essay (1,500 words) (50%)

Module Title	Assessment
Research Foundations in Healthcare	Essay (2,500-3,000 words)
Global Principles of Care	Essay (2,500 words)
Principles of Healthcare Management	Group Project (Management Plan [1,000 words], Rationale [1,500 - 2,000 words])
Supporting individuals and their families through significant life events	Essay (2,500 words)
Promoting Global Public Health	1. Group Project (50%) 2. Essay (1,500 words) (50%)
Vulnerability and Care	Essay (2,500 words)
Level 6	
Process of Enquiry	Essay (3,000 words)
Leadership in Healthcare for International Health Professionals	1. Written assignment (2,500 words) (80%) 2. Group Presentation (20 minutes) (20%)
Managing teaching and learning in healthcare	1. Coursework (teaching and assessment plan) (75%) 2. Reflective Learning log/diary (25%)
Enhancing Patient/Client Nutrition: a Global Perspective	Case study (3,000 words)
Communication for International Health Professionals	Essay (3,000 words)
Critical Perspectives On Dementia Care	Case Study (3,000 words)
International Healthcare Project	Project (7,000 – 8,000 words)

Assessment regulations that apply to the programme

Assessment regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply.

There are no derogations although breaches of confidentiality by students will be penalised when applying the marking guidelines, which, in the 'presentation' section, will indicate that confidentiality must be maintained.

In considering borderline cases the Assessment Board shall raise the classification to the next level if the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The International Healthcare Project module falls within the higher classification

Programme Management

The Programme Team

As a franchise, the programme will be delivered by staff employed by the franchisee/collaborative partner. The delivery of the programme will be supported and monitored by the University's Academic Link who will visit the partner on a regular basis and report through the Collaborative Partnership Unit to the University as well as to the Head of the Department of Health Sciences. The Academic Link will work closely with partner staff in matters such as induction to the programme and the University's policies and procedures, development of schemes of work and assessment processes.

The Principal Lecturer responsible for Wrexham-based post-registration programmes will assume overall accountability for this programme. An appropriately qualified and approved Programme Leader will be nominated at any delivery site. This individual will be subject to the management structures and processes where they are employed.

Glyndŵr University academic staff who deliver similar modules at Wrexham have been consulted in the development of module specifications. Their names appear on module specifications. These are:

Marie Roberts-Davis, Academic Link
Tracy Ross, Senior Lecturer
Pat Hibberd, Principal Lecturer
Bernie Evans, Senior Lecturer
Liz Picking, Senior Lecturer
Gary Stevenson, Principal Lecturer
Marjorie Lloyd, Senior Lecturer

The Glyndŵr University Wrexham based academic staff listed above will act as advisors to the designated module leaders at the partner college. The role of such staff is to make recommendations on schemes of work developed by the partner for module delivery, identify and share learning materials and generally be available to offer expert advice as and when needed.

Staff proposed by the partner(s) to deliver the programme will be approved at Glyndŵr University, Wrexham.

Quality Assurance

When visiting the partner, the Academic Link completes an Academic Link Report which is forwarded to the Head of Department and the Collaborative Partnership Unit. This report contains comments on: Programme Management, Programme Delivery, Good Practice and Quality Enhancement, Links to Glyndŵr University, Student Matters, Staff Development and any other matters of importance. It includes an action plan, which is monitored on subsequent visits.

As well as an Annual Academic Link Report, an Annual Monitoring Report must be provided by each partner delivering the programme which feeds into the main AMR cycle of the University and is reviewed by the Department at the annual AMR meeting.

It is expected that the franchisee would hold regular minuted programme team meetings and that the Academic Link would be included in some of these. Representatives of partner(s)

are to be included in Programme Boards held by the Department where this is feasible and if not, will be represented by the Academic Link.

Student evaluations would be carried out as per the normal process of the partner, collated and fed into team meetings, Programme Boards and the AMR.

Student assessments (conduct of examinations, receipt of submitted work) are managed by Collaborate Partner academic and administrative staff. Following marking by Partner academic staff, work is forwarded to the Academic Link for moderation (either hard copy or electronically) along with feedback sheets, 'pass' lists and any other relevant information. A member of administrative staff in the School for Undergraduate Studies Office at the University is responsible for data entry onto SITS.

Assessment Boards, which are supported by personnel in the School for Undergraduate Studies Office, are held at the Glyndŵr University Wrexham Campus and relevant Collaborative Partner staff are expected to attend.

As this programme bears similarities to the BSc (Hons) Health Studies delivered at Wrexham, the same individual will serve as External Examiner for both programmes. This will aid in ensuring that standards are comparable between the 'home' site and franchisees.

Underpinning Research and Scholarly Activity

Development of the programme has included staff with expertise in the subject area of the programme and of individual modules. These individuals will serve as advisors to the franchisee staff delivering the programme (see above for further details of this role).

All those involved in the development of this programme hold professional qualifications in healthcare and many have additional specialist qualifications. All have a proven track record of externality - as external examiners and external assessors, engagement in QAA and Nursing and Midwifery Council activities. The Academic Link, Marie Roberts-Davis, has worked as a consultant to overseas healthcare education providers in several countries and over many years.

Others have turned their 'interests' into 'expertise'. For example, Tracy Ross is pursuing doctoral level research in 'caring' and has recently published a book on health research methods. Marjorie Lloyd was recently awarded a doctorate for her research in the field of patient and carer involvement in mental health – an essential element for 'critical' dementia care. Liz Picking is a nationally recognised expert in the field of palliative care making her ideal to advise on grief and loss. With their experience of 'management' and public health qualifications, Marie and Pat Hibberd can provide the support needed by a franchisee in these areas.

The Research Centre for Health, Wellbeing & Society supports the research and evidence-based teaching activities of all academic staff in the Department of Health Sciences and, thus indirectly, any franchise partner. The centre builds on a key partnership between researchers within public health, education, nursing and social policy, the latter of which is represented by the Social Inclusion Research Unit which sits within the centre's remit. The centre brings together academic staff and research students with shared interests in some of the most fundamental challenges and opportunities in society today. The Professional and Vocational Education Research Unit also sits within the centre. The key themes underpinning the centre's research are: health, wellbeing and society, risk behaviours and behaviour change, services evaluation across health, social care and criminal justice, life course, health and society, professional and vocational education, Welsh culture and language.

Particular support for learning

Learning Resources

The University's Virtual Learning Environment, Moodle, will be used extensively to support this programme. Course materials used for similar programmes at Glyndŵr University will be made available to the franchisee(s) by the nominated module leader.

Students will have access to on-line resources through the library - e-journals and e-books, as well as book and journal stocks at Wrexham. As the programme content is similar to long-standing existing programmes, ample resources are available. Inter-library request and loan facilities are available.

These resources will be built upon by the franchisee who will be expected to provide a basic level of resources to support the programme.

Personal Support

A minimum expectation is that all students will have a nominated 'personal tutor' to provide them with support of a general nature whilst academic support will be given by the module team.

It is expected that franchisees will provide a full range of student support services to which personal tutors can refer a student including counselling, welfare and financial advice, special needs assessment and support and career advice and guidance.

Equality and Diversity

Any applicant meeting the entry requirements of the programme will be accepted without prejudice to age, gender, gender orientation, race or religion. Where health matters may interfere with learning, reasonable adjustments will be made. Matters of character will not be of interest unless they would impact negatively on the student's learning, on that of others or on the reputation of the University.