

| OFFICE USE ONLY | |
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| Date of validation event: | 20 May 2020 |
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PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking [here](#).

Enter Programme Title(s)

MSc Health, Mental Health and Wellbeing

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

| | |
|---|---|
| 1 | Awarding body Wrexham Glyndwr University |
| 2 | Programme delivered by Wrexham Glyndwr University |
| 3 | Location of delivery Plas Coch Campus |
| 4 | Faculty/Department Faculty of Social and Life Sciences Department of Health, Mental Health and Wellbeing |
| 5 | Exit awards available MSc Health, Mental Health and Wellbeing Postgraduate Diploma in Health, Mental Health and Wellbeing Postgraduate Certificate in Health, Mental Health and Wellbeing |
| 6 | Professional, Statutory or Regulatory Body (PSRB) accreditation n/a |

| | |
|----|---|
| 7 | Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) eg. completion of placement. |
| | n/a |
| 8 | JACS3 / HECoS codes |
| | 100653 |
| 9 | UCAS code |
| | N/A |
| 10 | Relevant QAA subject benchmark statement/s |
| | QAA Master's Degree Characteristic Statements 2020 Health Studies 2019 QAA subject benchmark statements |
| 11 | Mode of study |
| | Online/distance learning full & part time Blended learning full & part time |
| 12 | Normal length of study for each mode of study <i>Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.</i> |
| | 1 year full time 2 years part time |
| 13 | Language of study |
| | English |
| 14 | The following University Award Regulations apply to this programme |

- General Regulations and Definitions
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for Taught Masters Degrees
- Regulations for Taught Masters Degrees taught entirely by online distance learning
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Postgraduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate
- Regulations for BTEC Higher National Qualifications
- Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy [click here](#)

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

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

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

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

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

Non-standard entry criteria and programme specific requirements

Students will already possess a related first degree (normally 2:1 or above although 2:2 is also accepted with an interview). A non-graduate may be accepted as a candidate provided they have held, for a minimum of two years, a responsible position which is relevant to the programme within the previous five years. All applicants must also demonstrate enthusiasm and the ability to study at Masters level, which will be assessed through an interview in person or online. They may also be asked to undertake the University's level 6 module that prepares students for Masters level study.

DBS Requirements

DBS clearance undertaken by Wrexham Glyndŵr University is not a requirement for acceptance or progression onto the programme. However, as part of the programme students are required to undertake a work-based learning (WBL) for one of the modules and, depending upon the nature of the WBL, may be required to receive DBS clearance undertaken by Wrexham Glyndŵr University or through their chosen WBL provider. Any convictions revealed by a DBS check could mean particular WBL opportunities are closed to students. Where DBS clearance is required, Wrexham Glyndŵr University will organise and finance this.

Suitability for Practice Procedure

n/a

18 Recognition of Prior (Experiential) Learning

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

Programme specific restrictions

n/a

19 Aims of the programme

At the heart of this unique programme is the aim to enable students to help individuals, communities and nations live happier and healthier lives. It is well known that health care organisations in the UK and beyond face unprecedented demands, and there is a real need to invest in public health, mental health and wellbeing and look critically at models of health care.

This exciting and forward thinking programme will encourage students to consider the public health, mental health and wellbeing challenges of both today and tomorrow. It will also facilitate a creative and problem solving approach to the area in order to improve, enhance and sometimes re-imagine ways of working.

The ultimate aim of the programme is to enable students to contribute to the development of effective and sustainable ways of protecting, improving and promoting health, mental health and wellbeing, whether that be at individual, community, national or international levels.

The programme is flexible, ambitious and supportive, and will provide students with the opportunity to further their knowledge and understanding and develop and enhance their practice, as well as ask questions and work collaboratively in the area of public health, mental health and wellbeing.

20 Distinctive features of the programme

This Masters has several distinctive features, including the following:

- It considers the contextual, theoretical, evidence-based and practical aspects related to public health, mental health and wellbeing.
- It explores innovations and future directions in public health, mental health and wellbeing.
- It includes an innovative and flexible approach to teaching, whereby students can self-select to learn in the classroom or online, or a combination of the two.
- It includes assessments that enable the in-depth study of topics and are relevant to the workplace.
- It includes option modules to enable students to tailor the content to areas of interest and/or relevance to them.
- It includes a work-based learning and opportunities to develop and enhance practice.

What is particularly distinctive about this programme is the innovative and flexible learning and teaching strategy. It employs a novel blended learning approach whereby students can 'blend their own' learning. This means that students will need to attend

programme/module induction sessions, but beyond this, they can choose whether they wish to attend 'live' taught sessions, learn independently online, or a mixture of both. Therefore, students will be able to select a learning experience that is entirely unique to them, and fits their circumstances the best.

A further key distinctive feature of the programme is its ambition to explore innovations and future directions in public health, mental health and wellbeing and in doing so, work closely with community organisations ranging from third sector organisations and local councils to schools. It is anticipated that this will encourage students to think creatively to help solve the challenges in the health sector of both today and tomorrow, afford networking and employment opportunities, and help them to explore and share good practice in health, mental health and wellbeing settings.

21 Credit accumulation and exit awards

Exit Awards

Successful completion of 60 credits at Level 7 entitles the student to Postgraduate certificate in Health, Mental Health and Wellbeing

Successful completion of 120 credits at Level 7 entitles the student to a Postgraduate Diploma in Health, Mental Health and Wellbeing

Successful completion of 180 credits at Level 7 entitles the student to the award of MSc Health, Mental Health and Wellbeing

22 Programme structure diagram

The programme is comprised of seven modules. The breakdown of the modules for the full- and part-time routes are included below, as well as how they combine to form the MSc, postgraduate diploma and postgraduate certificate.

With regard to the module structure for the MSc, students will study 6 modules, selecting one of the two option modules, which will run subject to selection by a satisfactory minimum number of students. All students will complete the 'Background and new directions in health, mental health and wellbeing' and 'Understanding contemporary lifestyles and health behaviours' modules. The former will enable students to engage critically with the background and context to public health, mental health and wellbeing leading up to the present day, as well as introduce them to contemporary debates and support them to consider future directions for the area. The latter will provide students with knowledge and understanding of a range of theories and models relevant for understanding contemporary lifestyles and health behaviours, drawing particularly from the disciplines of psychology and sociology.

Students will then be able to selected from the two option modules, 'Strategies and innovations for developing health, mental health and wellbeing' or 'Health, mental health and wellbeing in education settings'. Both modules explore strategies and innovations for health, mental health and wellbeing improvement and promotion, however, the former is focused on working with members and groups of the general public, while the latter is concerned exclusively with individuals in education settings and critically explores the new Welsh Curriculum 2022.

All students will complete the final three modules, enhancing practice, research methods, and dissertation in health, mental health and wellbeing. The enhancing practice module will provide important information related to the applied aspects and 'real life' challenges of working in health, mental health and wellbeing, and will include students undertaking a work-based learning. The research methods module will afford students knowledge and understanding of how to undertake research related to public health, mental health and wellbeing, including how to collect and analyse data and design ethically sound research studies. Students will then apply what they have learned in the research methods module by undertaking their own research study for the dissertation module and disseminating their findings in written and verbal formats.

| LEVEL 7 – FULL TIME | | | | | | | |
|---------------------|--------|-----------|---|--------------|----|--------|---------------------|
| Mod Code | HLT705 | Mod title | Background and new directions in health, mental health and wellbeing | Credit value | 30 | Core | Semester 1 |
| Mod Code | HLT706 | Mod title | Understanding contemporary lifestyles and health behaviours | Credit value | 30 | Core | Semester 1 and 2 |
| Mod Code | HLT707 | Mod title | Strategies and innovations for developing health, mental health and wellbeing | Credit value | 30 | Option | Semester 2 |
| Mod Code | HLT708 | Mod title | Health, mental health and wellbeing in education settings | Credit value | 30 | Option | Semester 2 |
| Mod Code | HLT709 | Mod title | Enhancing practice in health, mental health and wellbeing | Credit value | 30 | Core | Semester 1, 2 and 3 |

| LEVEL 7 – FULL TIME | | | | | | | |
|---------------------|--------|-----------|--|--------------|----|------|------------------|
| Mod Code | HLT710 | Mod title | Research methods for health, mental health and wellbeing | Credit value | 20 | Core | Semester 1 |
| Mod Code | HLT711 | Mod title | Dissertation in health, mental health and wellbeing | Credit value | 40 | Core | Semester 2 and 3 |

| LEVEL 7 – PART TIME | | | | | | | |
|---------------------|--------|-----------|---|--------------|----|--------|--------|
| Mod Code | HLT705 | Mod title | Background and new directions in health, mental health and wellbeing | Credit value | 30 | Core | Year 1 |
| Mod Code | HLT706 | Mod title | Understanding contemporary lifestyles and health behaviours | Credit value | 30 | Core | Year 1 |
| Mod Code | HLT707 | Mod title | Strategies and innovations for developing health, mental health and wellbeing | Credit value | 30 | Option | Year 2 |
| Mod Code | HLT708 | Mod title | Health, mental health and wellbeing in education settings | Credit value | 30 | Option | Year 2 |
| Mod Code | HLT709 | Mod title | Enhancing practice in health, mental health and wellbeing | Credit value | 30 | Core | Year 1 |
| Mod Code | HLT710 | Mod title | Research methods for health, mental health and wellbeing | Credit value | 20 | Core | Year 2 |
| Mod Code | HLT711 | Mod title | Dissertation in health, mental health and wellbeing | Credit value | 40 | Core | Year 2 |

| Exit Award | Modules |
|--|---|
| Postgraduate certificate in Health, Mental Health and Wellbeing (60 credits) | Background and new directions in health, mental health and wellbeing |
| | Strategies and innovations for developing health, mental health and wellbeing OR Health, mental health and wellbeing in education settings |
| Postgraduate diploma in Health, Mental Health and Wellbeing (120 credits) | Understanding contemporary lifestyles and health behaviours |
| | Enhancing practice in health, mental health and wellbeing |
| MSc Health, Mental Health and Wellbeing (180 credits) | Research methods for health, mental health and wellbeing |
| | Dissertation in health, mental health and wellbeing |

22 Intended learning outcomes of the programme

Knowledge and understanding

| | Postgraduate certificate | Postgraduate diploma | MSc |
|----|--|--|--|
| A1 | Demonstrate comprehensive knowledge and understanding of current and emerging challenges in health, mental health and wellbeing | Demonstrate critical awareness of the current public health, mental health and wellbeing job sector | Demonstrate critical awareness of the research ethics related to health, mental health and wellbeing |
| A2 | Demonstrate comprehensive knowledge and understanding of the incidence and causes of inequalities in health, mental health and wellbeing | Demonstrate comprehensive knowledge and understanding of what psychology and sociology can offer in terms of understanding contemporary lifestyles and health behaviours | Demonstrate comprehensive knowledge and understanding of a chosen area of research |
| A3 | Demonstrate critical awareness of relevant policy and legislation for public health, mental health and wellbeing | Demonstrate comprehensive knowledge and understanding of specific theories and models related to behaviour and behaviour change | Demonstrate critical awareness of quality issues related to research |
| A4 | Demonstrate critical awareness of the types of health, mental health and wellbeing strategies that could be employed at individual, community, national and international levels | | |

Intellectual skills

| | Postgraduate certificate | Postgraduate diploma | MSc |
|----|---|---|--|
| B1 | Critically debate contemporary and future directions in health, mental health and wellbeing | Comprehensively explain the need for understanding human beings from micro, meso and macro levels | Identify an area for research related to public health, mental health and wellbeing, offering a clear rationale, suitable research questions and appropriate methodology |
| B2 | Critically appraise the evidence base underpinning particular strategies for developing health, mental health and wellbeing | Critique specific theories/models related to behaviour and/or behaviour change | Critically analyse either primary or secondary data and draw out findings that answer research questions |

| | Postgraduate certificate | Postgraduate diploma | MSc |
|----|--|--|---|
| B3 | Suggest effective innovations and/or improvements related to strategies for developing health, mental health and wellbeing | Apply specific theories/models to particular populations and settings | Critically appraise and compare research, acknowledging the strengths and limitations |
| B4 | | Critically appraise the changing nature of public health, mental health and wellbeing and associated implications for employability in this area | |

Subject Skills

| | Postgraduate certificate | Postgraduate diploma | MSc |
|----|---|--|---|
| C1 | Effectively use ICT relevant to studying health, mental health and wellbeing | Effectively use ICT relevant to practice in health, mental health and wellbeing | Effectively use ICT relevant to research in health, mental health and wellbeing |
| C2 | Disseminate information effectively in various written formats needed in health, mental health and wellbeing settings | Engage in debates to illuminate new innovations in health, mental health and wellbeing | Create a proposal for a research study responsive to the nature of the health, mental health and wellbeing area |
| C3 | Disseminate information effectively in various oral formats needed in health, mental health and wellbeing settings | | Undertake an original and ethical research study on a health, mental health or wellbeing related topic |
| C4 | Engage in debates to further knowledge and understanding in health, mental health and wellbeing | | |

Practical, professional and employability skills

| | Postgraduate certificate | Postgraduate diploma | MSc |
|----|--|---|---|
| D1 | Demonstrate effective communication skills | Critically appraise personal areas of strength and for development or enhancement | Demonstrate effective leadership and project management skills |
| D2 | | Demonstrate the development and/or enhancement of personal skills, capabilities and experiences through work-based learning | Demonstrate self-direction and originality in tackling and solving problems |

| | | | |
|----|--|---|--|
| D3 | | Demonstrate effective reflective practice skills within a work-based setting | Demonstrate effective reflective practice skills within a research setting |
| D4 | | Work effectively in partnership with others for a range of outcomes within a work-based setting | |

23 Curriculum matrix

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

| | <i>Module Title</i> | <i>Core or option?</i> | <i>A1</i> | <i>A2</i> | <i>A3</i> | <i>A4</i> | <i>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 7 | Background and new directions in health, mental health and wellbeing | Core | ■ | ■ | ■ | □ | ■ | □ | □ | ■ | ■ | □ | ■ | ■ | ■ | □ | □ | □ |
| | Understanding contemporary lifestyles and health behaviours | Core | □ | ■ | ■ | □ | ■ | ■ | ■ | □ | ■ | ■ | □ | □ | □ | □ | □ | □ |
| | Strategies and innovations for developing health, mental health and wellbeing | Option | □ | □ | □ | ■ | □ | ■ | ■ | □ | ■ | ■ | □ | ■ | □ | □ | □ | □ |
| | Health, Mental Health and Wellbeing in Education Settings | Option | □ | □ | □ | ■ | □ | ■ | ■ | □ | ■ | ■ | □ | ■ | □ | □ | □ | □ |
| | Enhancing practice in health, mental health and wellbeing | Core | ■ | □ | □ | □ | □ | □ | □ | ■ | ■ | ■ | □ | □ | ■ | ■ | ■ | ■ |
| | Research methods for health, mental health and wellbeing | Core | ■ | ■ | ■ | □ | ■ | ■ | ■ | □ | ■ | ■ | □ | □ | □ | □ | ■ | □ |
| | Dissertation in health, mental health and wellbeing | Core | □ | ■ | ■ | □ | ■ | ■ | ■ | □ | ■ | ■ | ■ | □ | ■ | ■ | ■ | □ |

24 Learning and teaching strategy

The learning and teaching strategy for the programme has been developed with reference to relevant QAA subject benchmark statements, and WGU's Strategy for Supporting Student Learning and Achievement (SSSLA), and Active Learning Framework (ALF). The SSSLA sets out the intentions, ambitions and implementation plan in relation to the University's approach to teaching, learning and the development of the academic portfolio. The strategy aims to ensure that our students achieve great outcomes as a result of engaging with opportunities that are built upon the two pillars of high challenge and high support, within a learning environment that celebrates research-informed, work-related and practice-based teaching and learning. WGU's Active Learning Framework outlines principles and pedagogies of an active learning experience, including that learning will be scaffolded and well-paced, and that students will be required to be active during their study hours rather than simply academic contact time. A key component of the pedagogy is the construction of a community of enquiry model which helps to create an effective learning experience through the adoption of the three interdependent elements – social, cognitive and teaching presence, all of which are reflected in the approach outlined below.

The programmes learning and teaching strategy has also been developed in view of the ambition to explore innovations and future directions in public health, mental health and wellbeing, as well as to cater for the wide-ranging employment and personal circumstances of the students studying the programme. The novel blended learning approach outlined below is flexible, responsive and adaptive to enable high quality learning and teaching in a changing world.

Blended Learning

Advance HE (2019) outline a blended learning approach as follows:

The balance between the classroom elements and digitally enabled activity varies depending on the design and implementation of the learning. The flexibility inherent in this form of delivery enables teachers to rethink where and how they focus learning activity and students to develop self-directed learning skills and digital literacies.

The programme will employ a novel blended learning approach whereby students can 'blend their own' learning, underpinned by effective pedagogies including theories around social presence and creating a social constructivist environment that supports high quality learning, teaching and assessment. Students will be required to attend a 'live' induction session before the programme commences during which the learning and teaching strategy will be explained in detail. This induction session will allow students to form important connections with one another and staff members to support their learning across the programme, as well as provide the key information that will enable the successful navigation of the course. It is recognised that in the changing world in which we live, 'live' does not have to mean face-to-face and where students cannot physically attend the university for the induction, they can join via a pre-agreed platform such as Teams or Zoom.

Essentially, core aspects of all modules will be delivered on a weekly basis in a classroom setting (approx. 20 hours in total per module), which will be captured via lecture capture software such as Panopto. The software will capture the visual and audio aspects of the sessions and the recordings will be made available on the Virtual Learning Environment (VLE) to all students, alongside directed study. Students will be able to self-select which sessions they will attend face-to-face and which they will access

by viewing online. It will be encouraged, but not required, that students attend a minimum of 5 scheduled learning and teaching hours relevant to their modules, although they can study entirely online should they choose to.

The nature of the programme means an active learning classroom is important to foster interaction, exchange of ideas, and further knowledge and understanding. Lecture capture software, alongside an engaging and inclusive VLE, will make the essence of an active learning classroom accessible to students who have employment and/or personal circumstances that might otherwise preclude them from such settings. While choosing to access the classroom predominately online may afford a slightly different overall experience to those who physically attend the University for all or some sessions, enabling students to engage with the classroom and VLE as they choose will give real control and flexibility over how and when learning occurs.

At this level of study, students will be expected to manage the synchronous and asynchronous (i.e. real time and delayed time) nature of this blended learning approach autonomously, in a way that best suits them. However, the programme team will work to monitor and advise students about this via the personal tutor system. Furthermore, an inclusive learning community will be created from the start of the programme through the induction, discussion forums and synchronous learning activities discussed below. Workable timeframes for engaging with learning activities will be applied for all students and a lack of engagement will be followed up in stages by personal tutors.

Learning Activities – Classroom

Whether students physically attend the classroom sessions or watch them via the recording, the sessions will usually take the form of a 'workshop', whereby lecture content will be delivered and interspersed by discussions and tasks. Tasks might include case studies, simulations and problem-based learning undertaken on either an individual or group basis. Students who engage with the classroom setting via the recording will be encouraged to follow along with the tasks as they do so and use the module discussions forums to discuss how they get on.

Learning and teaching on this programme aims to be flexible, responsive and adaptive. Where topics require creative, innovative and/or forward thinking contributions from students, module leaders may schedule synchronous learning activities, such as to work within a small team to create solutions to newly emerging health challenges, which are subsequently presented to the whole group during a 'real time' scheduled session. Where synchronous learning activities are planned for all students, module leaders will notify students in advance so the timing can be agreed upon and factored in to their schedules. However, there may be occasions where urgent public health, mental health and wellbeing issues arise that module leaders will encourage students to explore in a time-sensitive manner.

Learning Activities – VLE

As mentioned above, the recorded classroom sessions will be made available on the VLE for all students on the programme. Alongside this, the VLE will include a range of directed study tasks, such as workbooks, key readings and reflective activities that all students will be expected to engage with. The VLE will also have discussion forums, which all students will be encouraged to use on a regular basis. The forums will be an important arena for students to discuss the classroom and directed study learning activities, and well as engage with their peers on the programme and ultimately foster an active and inclusive learning community.

Tutorials and Supervision

Personal and module tutorials and dissertation supervision will take place on a face-to-face and/or online basis depending upon how students choose to study. Suitable software such as Teams and Zoom will be used to facilitate contact between staff and students where students are unable to physically attend the University. Tutorials and supervision will be an important aspect of the programme to facilitate student engagement and progress on the programme, and expectations regarding this will be made clear to students during the induction.

25 The Wrexham Glyndŵr Graduate

Each module is designed to help students develop and enhance the key attributes, attitudes and skillsets of the Glyndwr Graduate.

| Module title | CORE ATTRIBUTES | | | | KEY ATTITUDES | | | | | PRACTICAL SKILLSETS | | | | | |
|---|-----------------|----------|--------------|---------|---------------|-----------|-----------|------------|--------------|---------------------|--------------|-----------------------------|-------------------|------------------------|---------------|
| | Engaged | Creative | Enterprising | Ethical | Commitment | Curiosity | Resilient | Confidence | Adaptability | Digital fluency | Organisation | Leadership and team working | Critical thinking | Emotional intelligence | Communication |
| Background and new directions in health, mental health and wellbeing | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Understanding contemporary lifestyles and health behaviours | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Strategies and innovations for developing health, mental health and wellbeing | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Health, Mental Health and Wellbeing in Education Settings | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Enhancing practice in health, mental health and wellbeing | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Research methods for health, mental health and wellbeing | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Dissertation in health, mental health and wellbeing | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

26 Work based/placement learning statement

As part of the Enhancing Practice in Health, Mental Health and Wellbeing module students will be required to undertake 40 hours of work-based learning (WBL). Students will self-select the organisation (or organisations) with which they undertake their WBL hours to enable them to meet their personalised employability needs and goals. Students will receive support from the University and programme team where appropriate to secure their WBL opportunity(ies). In cases where students wish to

enhance their practice within their current place of work, they will be permitted to use their employer for their WBL.

Students may undertake their WBL in settings such as local or national government, the third sector or National Health Service. The diverse public health, mental health and wellbeing job sector includes the following areas:

- Health promotion
- Ill-health prevention
- Health improvement
- Community health development
- Assessment and surveillance of the population's health and wellbeing
- Identification of and planning for public health emergencies
- Identification of health challenges and hazards in key settings
- Health-related research
- Health-related education
- Development of public/mental health policy
- Commissioning, delivery and evaluation of health services
- Reduction of health inequalities
- Link working, care navigation, social prescribing
- Advocacy

For any student who experiences mitigating circumstances or unexpectedly no longer has a WBL opportunity available to them, the programme team will negotiate with the student an alternative learning experience, which may include organisational visits, observations, reflective activity, shadowing and the use of simulated learning.

To ensure WBL opportunities afford students a suitable learning experience, students will be required to negotiate a learning contract with their chosen organisation, which must include the identification of a mentor within the organisation and critical review points for the contract. The learning contract will be reviewed by the module leader, who will also ensure the organisation has suitable insurance and health and safety policies in place. The mentor will be asked to provide feedback for the student on the completion of their WBL. The learning contract and mentor feedback will be included in students' assessment portfolio, alongside reflections on key learnings from their WBL.

27 Welsh medium provision

The programmes will be delivered through the medium of English. Students would be able to be based in a Welsh speaking organisation for their WBL.

28 Assessment strategy

The assessment strategy for the programme has been developed with reference to relevant QAA subject benchmark statements and WGU's Strategy for Supporting Student Learning and Achievement.

Types of Assessment

Assessments have been selected that most effectively assess the learning outcomes for the modules and are also, where possible, relevant to the working in health, mental health and wellbeing settings. For each module, except the dissertation, only one assessment method has been employed in order to ensure a manageable assessment schedule for students and to enable them to go into the depth and detail needed for Level 7 study. In addition, the assessment briefs in the module specifications have been written to be as open as possible to enable students to tailor the focus of the assessments to align with their interests and career needs, while meeting the learning outcomes for the module.

Formative Feedback

Students will be able to receive formative feedback on draft work (up to 500 words) for their assessments. Drafts must be submitted no later than two weeks before the assessment deadlines. For the dissertation, students will be able to receive formative feedback from their supervisor on all of the chapters of their dissertation but once only.

Summative Feedback

Students will receive summative feedback and an unconfirmed mark for their assessments within three weeks of the assessment deadline, unless otherwise agreed. Summative feedback will include in-text comments, as well as overall constructive comments in reference to the marking criteria, with appropriate feedforward. Summative feedback may be provided in written or oral formats depending upon the nature of the assessment.

| Module code & title | Assessment type and weighting | Indicative submission date |
|---|---|----------------------------|
| HLT705 Background and new directions in health, mental health and wellbeing | Presentation 100% | Wk 12, Sem 1 |
| HLT706 Understanding contemporary lifestyles and health behaviours | Essay 100% | Wk 9, Sem 2 |
| HLT707 Strategies and innovations for developing health, mental health and wellbeing | Report 100% | Wk 2, Sem 3 |
| HLT708 Health, Mental Health and Wellbeing in Education Settings | Case Study 100% | Wk 2, Sem 3 |
| HLT709 Enhancing practice in health, mental health and wellbeing | Portfolio 100% | Wk 12, Sem 2 |
| HLT710 Research methods for health, mental health and wellbeing | Research Proposal 100% | Wk 2, Sem 2 |
| HLT711 Dissertation in health, mental health and wellbeing | Dissertation 75% Oral Assessment 25% | Wk 12, Sem 3 |

29 Assessment and award regulations

Derogations

n/a

Non-credit bearing assessment

n/a

Restrictions for trailing modules (for taught masters programmes only)

n/a

Prerequisites for proceeding to the research component (for MRes programmes only)

n/a

30 Quality Management

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

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

31 Learning support

Institutional level support for students

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

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

Support for students and their learning

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

32 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy
<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>
ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.