PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	None
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	FdA in Healthcare Practice for Assistant Practitioners Certificate of Higher Education in Healthcare Practice
Award title	FdA in Healthcare Practice for Assistant Practitioners
JACS 2 code	B900
UCAS code (available from Admissions)	N/A
Relevant QAA subject benchmark statement/s	The following QAA Benchmark Statements have been referred to : Foundation Degree qualification benchmark
Other external and internal reference points used to inform the programme outcomes	- QAA Framework for Higher Education qualifications in England, Wales and Northern Ireland - QAA Code of practice for the assurance of academic quality and standards in higher education - Credit and Qualifications Framework for Wales - Glyndŵr University Academic Regulations - Glyndŵr University Learning, Teaching and Assessment Strategy - Glyndŵr University Assessment for Learning: Guiding principles for good practice - Glyndŵr University Academic Quality Handbook
Mode/s of study *(p/t, f/t, distance learning)*	Part Time
Language of study	English
Date at which the programme specification was written or revised	August 2013

Criteria for admission to the programme

Glyndŵr University will be responsible for recruitment and admission onto the programme. Entry onto the programme will be in accordance with the University regulations and Glyndŵr University's access and equal opportunities policies. These are designed to make higher education accessible to the broadest range of participants. They ensure that all applicants will be considered solely on the basis of their merits, abilities and potential to succeed in their chosen programme of study.

The general requirement for admission to the foundation degree is 120 UCAS points at A level or equivalent (BTEC National Diploma or Certificate or Access to Higher Education). In addition it is essential that applicants have 5 GCSE passes at grade C or above including Mathematics, English/Welsh 1st language.

OR

Hold a minimum of an NVQ level 3 or an equivalent level 3 qualification in care or in a related area in health or social care with appropriate care experience of 2 years. It is desirable that students possess Mathematics and English/Welsh 1st Language at GSCE or equivalent at grade C or above; a literacy and/or numeracy test will be available for those candidates who do not have these qualifications.

Other relevant learning experiences may be considered for entry to the programme. A student may be allowed entry to the course if he/she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course this will be established through interview.

To be accepted onto the FdA, applicants must be working (paid or voluntary) in a relevant field of health care practice and be supported by an appropriated registered practitioner who is willing to act as their mentor (or nominate another appropriate registered practitioner) for the duration of their programme of studies. This is essential in order for applicants to successfully complete the work based learning and assessment component of the programme. All students will be interviewed as part of the admissions process. Through the interview, the team will confirm that the student's workplace or volunteer setting will allow the student to fulfil the programme requirements. For potential applicants who are identified by the local health board, a joint selection interview process between nursing academics from within the Health Sciences department and local health board employers will be held to ensure the local health board's workforce development criteria are being meet. Through the interview, the team will confirm that the student's workplace will allow the student to fulfil the programme requirements and an agreement from the organisation to support the student to gain the foundation degree will be required.

All students are subjected to a criminal records check by the Disclosure and Barring Service (DBS) on admission. Students will be required to pay for their own DBS check or arrange payment via their employer.

Glyndŵr University's Accreditation of Prior (Experiential) Learning AP(E)L procedures will be

applied on an individual basis within the procedures to applicants seeking exemption from any part of the programme who are able to demonstrate they meet the criteria.

Aims of the programme

The overall aim that underpins the development of this Foundation Degree is to meet the learning needs of the large numbers of NHS Career Framework levels 3 & 4 Health Care Workers across disciplines, who are increasingly required by their employers to enhance their knowledge and skills to meet changing services. It will also provide the opportunity to meet Continuing Professional Development needs through both theoretical and work based clinical learning modules that are relevant to current health care practice. The course will also offer a broad based background exploring principles of health care for post FE students.

Therefore the programme aims to provide learning opportunities at Levels 4 & 5 for students who may be seeking to gain employment in a range of health care settings (in community, hospital or residential care) in statutory, private and voluntary sectors by:

1. Enhancing the student's skills in communication & engagement, teamwork critical thinking & independent learning through effective education and work-based clinical learning experience
2. Facilitating progression into a range of careers within health care
3. Provision of an educational framework that enables students to benefit from up-to-date curricula that are relevant to their personal and professional needs
4. Enable student's access to Higher Education by providing a programme of study which recognises and draws on relevant learning acquired through experience within their workplace as an intrinsic part of their programme of study
5. Open opportunities for students to continue with undergraduate study in their chosen career pathway and beyond as they progress upwards within the health care skills escalator
6. Foster a culture of independent and life-long learning
7. Meet employers' requirements for a competent workforce by providing opportunities to enhance the skills and educational base of the health care workforce

Distinctive features of the programme

The programme is designed for students who are work-based and will be engaging in part-time study. The course can be studied over a period of four years. The programme provides a modular framework together with Work Based Learning opportunities that enables the student to meet service, employer and workforce development needs as well as enhancing career development and employability prospects. All modules with the exception of "The Developing Practitioner through Practice Based Learning" have been designed to be stand-alone modules which will enable students to access modules in fulfilment of continuing professional development.

In line with the University's approval criteria, there will be an opportunity for those students

who successfully complete the foundation degree, to progress to at least one named honours degrees. The progression route that has potentially been identified is the BSc (Hons) Health, Wellbeing & Community.

The academic team from within Health Sciences have developed a well-respected reputation for supporting students in their studies, including those from non-traditional routes to university entry. This contributes to the widening participation and social inclusion agendas in Wales, but also serves to develop a student focussed programme of study which includes learning and teaching activities that are progressive, respectful of individual contribution and demonstrate a continual striving for excellence, which all students can benefit from.

The FdA in Healthcare for Assistant Practitioners allows for assessment of competence in practice.

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

The content of the programme has been developed in partnership with local health care providers. It is envisaged that the course team will continue to work with these stakeholders as the development of the programme is implemented to ensure the currency of the content is maintained to meet the needs of a changing health service.

The structure of the programme, the levels, credit ratings and the awards that can be gained are detailed below:

Module Title	FdA for Assistant Practitioners	Level	Credit Value
Principles of Caring & Dignity (HLT401)	Core	4	20
Communicating & Interacting in Health & Social Care (HLT402)	Core	4	20
Clinical Skills for Health Care Assistants (HLT404)	Core	4	20
Working with Vulnerable People (HLT403)	Core	4	20
The Developing Practitioner (1) Through Practice Based Learning (HLT405)	Core	4	40

Achieving Quality in Health Care (HLT501)	Core	5	20
Research foundations in Health Care (HLT502)	Core	5	20
Equality & Diversity in Health Care (HLT503)	Core	5	20
Negotiated Learning Module (HLT504)	Core	5	20
The Developing Practitioner (2) Through Practice Based Learning (HLT505)	Core	5	40

All modules are 20 credits apart from the level 4 & 5 Personal & Professional Development Through Practice Based Learning modules which are 40 credits. At the end of each level an exit award is available. Although not routinely expected to exit the programme at level 4, recognition of student achievement is considered important and valued. Students who have successfully completed 120 level 4 credits and who find themselves unable to continue with the programme, are entitled to the exit award of Certificate of Higher Education in Healthcare Practice. To be awarded the FdA Healthcare Practice for Assistant Practitioners students must successfully complete 240 credits (120 level 4 credits and 120 level 5 credits).

The Developing Practitioner Through Practice Based Learning modules have been developed in collaboration with the programme team and with health care providers. The Francis Report (2013) into the failings at the Mid-Staffordshire NHS Foundation Trust recommended that patients "must receive effective services from caring, compassionate and committed staff, working within a common culture, and they must be protected from avoidable harm and any deprivation of their basic rights." (Executive Summary p85). It goes on to state "there should be a commitment to fundamental standards which need to be applied by all those who work in the healthcare system." (Executive Summary p86). These modules are designed to assess competence and capabilities in practice which should go some way to ensuring that the Level 3 and 4 Health Care Workers who undertake this programme not only have knowledge of the fundamental standards required within the work setting but are also deemed to be demonstrating these skills within their practice areas.

Delivery of the programme will commence in September 2013. Students will spend half a day a week engaged in lectures and one and a half days a week as a learner in their workplace.

Students will be encouraged to use other times to undertake independent and self-directed study using facilities in the library at Glyndŵr University, the Moodle VLE system for lecture notes and resources, on-line debates and forums and to develop networks within the programme in areas of their individual interests

Modules will be delivered within either trimester 1 or 2, with the exception of the Developing Practitioner Through Practice Based Learning modules which are each delivered across two years of the programme (years one and two for the Level Four module, and years three and four for the Level Five module). The assessment delivery schedule has been designed to accommodate assessment submission dates spread as evenly as possible across each academic year, whilst also reflecting the student's needs at each stage of the programme.

Programme Structure and indicative delivery schedules:

**FdA Healthcare Practice for Assistant Practitioners Part Time
Level 4**

Year	Trimester 1	Trimester 2
Yr 1	Principles of Caring & Dignity (20 credits)	Working with Vulnerable People (20 credits)
Yr 2	Communicating & Interacting in Health Care Practice (20 credits**)**	Clinical Skills for Health Care Assistants (20 credits)
	The Developing Practitioner Through Practice Based Learning (1) (40 credits) **On-going Module over the 2 years**	
	120 Credits at Level 4 Exit award: Certificate of Higher Education in Healthcare Practice	

Level 5

Year	Trimester 1	Trimester 2
Yr 1	Achieving Quality within Health Care (20 credits)	Research Foundations in Health Care (20 credits)
Yr 2	Equality & Diversity in Health Care (20 credits)	Negotiated Module in Health Care (20 credits)
	The Developing Practitioner Through Practice Based Learning (2) (40 credits) **On-going Module over the 2 years**	
	240 Credits (120 credits at Level 4 + 120 credits at Level 5) Award: FdA in Healthcare Practice for Assistant Practitioners	

Intended learning outcomes of the programme

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

A) Knowledge and understanding:
A1 Demonstrate knowledge of the underlying concepts, professional principles & policies associated with health care in the context in which they are practising

A2 Demonstrate the ability to present, evaluate & interpret qualitative and quantitative data as it pertains to the evidence on which their practice is based

A3 Identify the principles of and opportunities for collaborative & inter-disciplinary working and reflect on the practical implications of this.

B) Intellectual skills:
B1 Demonstrate an ability to evaluate & interpret the concepts and principles of health care practice within the context in which they are practising.

B2 Develop lines of argument and make competent judgement in accordance with basic theories and concepts within health care practice to inform practice

B3 Evaluate the appropriateness of different approaches to solving problems related to their area of practice

C) Subject and other skills:
C1 Demonstrate decision making equivalent to his/her level of responsibility
C2 Demonstrate an understanding of the importance and application of effective communication & interaction /engagement in health care
C3 Use work based learning as a means to reflect on individual development and deploy key techniques of health care competently as identified in the Work Based Competency Portfolio

D) Professional Skills and abilities and Employability Skills and abilities:
D1 Apply knowledge gained through academic studies to work based learning
D2 Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility
D3 Demonstrate the ability to identify and undertake further training and develop new skills within a structured and managed environment
D4 Communicate the results of their study/practice accurately and reliably through structured and coherent arguments.

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

A) Knowledge and understanding:
A1 Demonstrate knowledge and critical understanding of well-established principles in health care practice and the way in which these principles have developed.
A2 Critically discuss theories and principles underpinning health & social care
A3 Detailed knowledge of a range of research methods in health or social care

B) Intellectual skills:
B1 Use a range of established techniques to initiate and undertake critical analysis of information and to propose solutions to problems arising from that analysis
B2 Demonstrate the ability to evaluate critically the appropriateness of different approaches to solving problems in health or social care
B3 Demonstrate the capacity for independent learning

C) Subject and other skills:
C1 Demonstrate decision making equivalent to his/her level of responsibility in practice

C2   Identify the support needs of particular groups within health care and analyse policy and practice responses.

C3   Use work based learning as a means to critically reflect on individual development and deploy key techniques of health care competently and efficiently as identified in the Work Based Competency Portfolio

D)   Professional Skills and abilities and Employability Skills and abilities:
D1   Exercise personal responsibility
D2   Reflect upon their own personal development and draw up strategies to meet their continuing personal development
D3   Identify and discuss the role that health care organisations can play in meeting these needs
D4   Effectively communicate information, arguments and analysis in a variety of forms

Transferable Skills:

By the end of the programme students will demonstrate transferable skills such as:

- Proficient literacy & numeracy skills
- Effective reflection on personal development and on personal practice
- Effective strategies to enable personal development
- Proficient planning, organizational and study skills
- Effective verbal and written communication skills
- Personal responsibility and self-direction
- Effective communication in a multi-disciplinary/inter-disciplinary context
- Competent skills in the search for and retrieval of information and use of libraries and other sources of information
- Proficient use of information technology to support study and work based

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

Year	Module Title	Knowledge understanding, intellectual skills, practical skills, professional and employability skills												
		Core/ Optional	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
L4	Principles of Caring (20 credits)	C	✔		✔	✔	✔	✔		✔		✔			✔
	Communicating & Interacting in Health Care Practice (20 credits)	C	✔	✔	✔	✔	✔	✔	✔	✔			✔		✔
	Clinical Skills for Health Care Assistants (20 credits)	C	✔	✔			✔		✔	✔	✔			✔	
	Working with Vulnerable People (20 credits)	C	✔	✔	✔	✔	✔	✔		✔			✔		
	The Developing Practitioner Through Practice Based Learning (1) (40 credits)	C	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Year	Module Title	Knowledge understanding, intellectual skills, practical skills, professional and employability skills												
		Core/ Optional	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
L5	Achieving Quality in Health Care (20 credits)	C	✔	✔	✔			✔			✔		✔	✔	
	Research Foundations in Health Care (20 credits)	C		✔	✔		✔	✔	✔				✔		
	Equality and Diversity in Health Care (20 credits)	C	✔	✔	✔			✔	✔	✔		✔	✔	✔	✔
	Negotiated Module in Health Care (20 credits)	C	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
	The Developing Practitioner Through Practice Based Learning (2) (40 credits)	C	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

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

Learning and teaching methods used are appropriate to the learning outcomes and context which seeks to assist the students to become independent learners whilst still supporting them in their transition to higher education. The curriculum is designed to encourage an appreciation of learning. The programme team has developed a strategic approach to delivering learning and teaching which meets the needs of the student group, enables skills development, allows for the practical application of knowledge, and encourages students to reflect on their own personal development and the development of transferable skills. The balance between class contact, formal teaching and directed study is detailed within the module specifications. Classroom based strategies include lectures, discussion groups, problem solving sessions supported by clinical simulation scenarios and on-line resources such as Moodle which will be delivered by academics from across Health Sciences.

Students who are at Level 4 will be introduced to the concepts of evidence based practice and reflection which are important themes that will underpin all of the modules with the programme. To achieve this, the approach to learning and teaching at Level 4 will be predominantly classroom-based, with an emphasis on introduction to the academic principles and evidence within the subject area. Students will be encouraged to engage in discussion and debate related to the taught material. Assessments will be predominantly written, but also with a variety of other assessment methods including portfolio, presentations, on-line discussions, assignments and objective structured clinical examinations (OSCEs) within the clinical simulation suite

Level 5 continues the theme of underpinning the subject area by research, but is designed to encourage a more independent approach to learning. Thus there will still be a mix of lectures and practical activities but the focus will be more on individual interpretation. Learning will continue to be guided but practical support will be provided on a more individual basis, as and when required (for which students may be referred to the various support units within the University). At Level 5 students will study four core modules but they will have the opportunity of completing one 20 credit Negotiated Learning module that has been identified by the student and their clinical line manager (where appropriate) as being a requirement to further enhance and develop specific skills or knowledge for the student. This module will be compiled by the student, their clinical line manager (where appropriate) and the programme leader/team through the development of an individual learning contract

Students on the programme will be actively encouraged to share their knowledge and experiences with each other. Where possible exchange of placements will be facilitated to enable increased levels of experience for all students.

Delivery of The Developing Practitioner Through Practice Based Learning

This is primarily a clinical practice module. The student will already have employment (paid or voluntary) in a placement setting which will enable them to achieve the competencies that are a required component of the assessment for this module.The use of practice based learning is a common strategy used within health care educational programmes. Students

will complete a 40 credit The Developing Practitioner Through Practice Based Learning module at level 4 and 5 which will provide an opportunity for students to develop their understanding of work in the health care field and relate the realities of everyday experience to the theoretical underpinnings of modules. In order to assess their learning, students will complete a portfolio as part of The Developing Practitioner Through Practice Based modules.

All modules will draw upon students' clinical work place experience. Students will be expected to reflect on experiences within the work based learning environment and they will be expected to reflect on their own and organisational practices in order to enhance their skills and knowledge in the context which they are working in and use these as a basis for learning. In addition students will be expected to achieve specific clinical competences which an appropriate registered practitioner acting as their mentor will sign off. Appropriate systems are in place to prepare and monitor both the placement area and those supervising student learning.

There will be named module leaders who will provide support and guidance to students. Additionally students will further be supported in their clinical place of practice by an identified mentor to support them in their studies. The role of the mentor, in all cases, is that of facilitator of learning for the student. This may include some one-to-one teaching or guidance, acting as a supervisor either directly or indirectly or guiding and helping the student to gain specific experiences. The specific responsibilities of the mentor are identified and agreed in the learning contract which is used in all instances where practice based learning (and/or assessment) are part of the module. As all mentors within health care would have undergone formal preparation for their role, this approach to experiential learning would be familiar to them. Mentors will be approved and offered additional training and support by the University throughout the duration of the students study. Where assessment of practice is required as part of the learning contract, the mentor will be required to take on the responsibility for the assessment of the student's competence in practice which would be part of the learning agreement between the module leader, employer, mentor and the student. This would not raise any particular concerns because as practitioners themselves, mentors can recognise competent practice.

Nursing has a long history of training mentors to assess nursing students in the practice setting and these mentors will also have the skills required to assess the Health Care Support Workers undertaking this programme. Mentors will be provided with guidance to enable them to fulfil their role. Should the student be working in an area that is not currently accepted for placements then a team member would need to firstly audit the placement to ensure that it was a suitable learning environment and then provide training to the registered practitioner who had agreed to mentor the student.

Representatives from the Local Health Board will be invited to attend Programme Management Board meetings to ensure that work based learning issues are addressed in an appropriate manner while ensuring that the programme meets the needs of the LHB workforce development agenda.

To formalise The Developing Practitioner Through Practice Based Learning modules,

organisations engaged with this programme will be asked to sign a Work Based Learning agreement that asks them to permit student to access documents and non-sensitive data as part of their obligation to support students undertaking this programme of study. For those employers who are happy to support their employee to engage in this programme of study, this should not pose a problem. However in extreme cases, for any student where there may no longer be a learning environment available, (such as a change in employment) the programme team and the student will look at alternative learning experiences. Depending on the circumstances should this situation occur, then work based experiences/learning may include a combination of organisational visits, observations, reflective activity, shadowing and the use of simulated learning within the Clinical Simulation Suite. This option would only be available to students who lose their placement in the latter stages of the programme or who are expected to gain new, appropriate employment in the near future. The academic team will organise this should it be required.

All students in undertaking modules within this programme of study will have a responsibility to themselves; to their employer and their organisation therefore 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 and/or plagiarism will be addressed in accordance with University's Academic Misconduct Procedure. 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 be introduced to Turnitin, and this will be used 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.

Welsh Medium Provision

Glyndŵr University has a Welsh Language policy that commits the University to treating English and Welsh as equal in accordance with the Welsh Language Act 1993. At departmental level, there are a small number of fluent Welsh speaking lecturers and first language Welsh speakers may therefore access interviews, personal tutorials and feedback through Welsh medium. Students may submit work for marking in Welsh. All students who wish to utilise this should let the Programme Leader know at the beginning of the programme so that arrangements can be made for translation as this will be required for marking/moderating and external examiner review.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The ways in which module outcomes are assessed will be clearly indicated in the module specification forms and are summarised in the assessment schedule outline. The programme team is committed to delivering an assessment strategy which is student centred, reflects the requirements of a health care context while affording students the opportunity to reflect on their own personal and professional development, working

practices and that of health care organisations.

The assessment methods across both level 4 and level 5 include reflections, case studies, presentations, critiques and portfolios. These assessment methods reflect the needs of the student groups and allows for the knowledge and learning outcomes of the programme to be achieved and tested, but also allowing for student development and assessment of practical and transferable skills. There is a commitment to enable students to focus on their own learning needs and to use assessment as a means for evaluating their own practice, analysing their organisational skills and where possible, synthesise work and university learning. The programme provides opportunities for formative and summative feedback. Students will receive formative assessments through tutorials with feedback before the student is summatively assessed at the end of each module. Formative assessment is also a key factor in ensuring student engagement and retention on the programme of study and will be conducted as required alongside taught sessions.

Assessments will be graded using the criteria grid detailed within Glyndŵr University's Assessment Guidance Handbook and the criteria made available for each module assessment. All work will be assessed and marked by the tutors at Glyndŵr University and students will receive written feedback with the target times set out by Glyndŵr University.

Indicative Assessment Schedules for Part Time Students
All modules are assessed summatively at the end of taught sessions. Submission dates are given to students at the start of each module.

Assessments are summarised below:
Level 4

Modules Level 4	Indicative Assessment
Principles of Caring (20 credits)	A 2000 word assignment (100%)
Communicating & Interacting in Health Care Practice (20 credits)	**Assessment 1** (80%) 1500 Written Reflection **Assessment 2** (20%) 10 Minute Presentation
Working with Vulnerable People (20 credits)	A 10 minute Presentation (100%)
Clinical Skills for Health Care Assistants (20 credits)	**Assessment 1** (70%) 15 minute OSCE **Assessment 2** (30%) Exam (1 hour)
The Developing Practitioner Through Practice Based Learning (1) (40 credits)	A Portfolio of Evidence (100%) comprising: Two 1500 words reflective self-evaluation A 1000 word equivalent Professional Development Plan Practice Based Learning mentor's report and signed achievement of clinical practice competencies & capabilities

Level 5

Modules Level 5	Indicative Assessment
Achieving Quality in Health Care (20 credits)	A 3000 word Essay (100%)
Research foundations in Health care (20 credits)	A 3000 Word Essay (100%)
Equality & Diversity in Health Care (20 credits)	A 3000 Word Essay (100%)
Negotiated Learning Module (20 credits)	**Negotiated** – 3000 word equivalent comprising any of the following: reflection, case study, project, presentation, workbook or portfolio with or without assessment of practice.
The Developing Practitioner Through Practice Based Learning (2) (40 credits)	A Portfolio of Evidence (100%) comprising: Two 2000 words reflective self-evaluation A 1000 word equivalent Professional Development Plan Practice Based Learning mentor's report and signed achievement of clinical practice competencies & capabilities

Assessment regulations that apply to the programme

University regulations for the Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

The programme has one derogation from regulations in place:

Clinical Skills for Health Care Assistants (HLT404) requires both elements of assessment to be passed.

Programme Management

The programme will be delivered by the Health Sciences Department.

<u>Programme team</u>
Bernadette Evans – Programme Leader
Gill Truscott
Catherine Hewins
Alison Owen-Traynor
Yo Evans

Peggy Murphy
Justine Mason
Marjorie Lloyd
Michael Bellis
Alison Williams
Alison Lester-Owen
Chris O'Grady
Angela Williams
Gill Campbell

At senior management level, departmental programmes are discussed as a standing item at the Institute Management Team meetings. The distinctive identity of the programme will be ensured through monthly programme team meetings (outlined below) and programme-related student feedback mechanisms.

The programme leader will take day to day responsibility for the management of delivery of the programme and will be responsible for:

- Ensuring the programme runs smoothly
- Collation of assessment data and presentation of data at assessment boards
- Quality assurance and annual monitoring, including compilation of Annual Monitoring Report
- Dealing with student issues such as Extenuating Circumstances, extensions and student concerns (with module leaders)
- Management/co-ordination of overall assessment boards and liaising with the external examiner
- Liaison with external bodies and agencies
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities
- Organisation of student staff consultative committee meeting

Each module will be assigned to a module leader from within the Health Sciences Departments. At module level there is devolved responsibility to the module leaders for the following:

- The maintenance and development of teaching and learning materials for all students enrolled onto the module
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the beginning of each module, including a module handbook
- The setting, marking and collation of marks for all module assessments, including re-sit assessments and submission of student results to the programme leader
- Tutorial support for students taking the module which they are responsible
- Quality monitoring including processing of annual student feedback for modules

In addition a named link lecturer will liaise with students and clinical staff within their work based practice environments The specific role of this individual is to:

- Arrange for annual audit/work place profiling of work based practice setting
- Liaise with the module leader/programme leader to ensure the students' experience and optimum learning environment while gaining work base learning experience

<u>External examiners</u>

External examiners will be appointed to the programme and will see samples of academic and portfolio submissions. Feedback on work sampled in accordance with university regulations is fed back to the programme team for action/consideration and response, which subsequently informs the Annual Monitoring Review.

<u>Team Meetings</u>

The programme team will have monthly meetings where various operational and strategic issues can be discussed and will feed into the Glyndŵr University quality cycle, namely through the annual monitoring review process. Minutes are taken and any actions required will be taken, or if necessary referred to/advice sought from the most appropriate committees and/or individuals, including Academic Heads from each Department.

In addition to programme team meetings, feedback from students will be actively encouraged and received through a variety of quality assurance mechanisms, and acted upon accordingly.

Programme Management Board
A Programme Management Board (PMB) shall be established to fulfil the responsibilities below in respect of the programme. The PMB is responsible to the Academic Head of Department. A PMB will normally meet three times a year

Responsibilities

i) To ensure that programme is delivered to the standard expected by the University, the students and any relevant professional body through the on-going monitoring of delivery and response to internal and external evaluation
ii) To inform the revision of existing provision and the development of new
iii) To address quality management and enhancement for the programme

Constitution
- Academic Head of Department (By invitation)
- Programme Leader
- All staff involved in delivery of programme
- Student representation
- Representatives of service/employers where appropriate
- Representative of School Office (By invitation)

Operation of PMB meetings
The School Office will be responsible for providing notes of the major issues discussed and

the actions agreed at PMB meetings. These will be submitted to the Academic Head of Department.

Student Support Involvement and Feedback

Student participation is a very important feature of Glyndŵr University's approach to assuring and enhancing the quality of the student experience, in order for staff to:

- involve students in the decision-making processes relating to the curriculum, teaching and learning, and many other aspects of their higher education experience;
- engage with students to obtain quarterly feedback and insights in order to learn how to provide for them better in the future;

- engage in a dialogue about the learning experience, in order to develop a partnership between staff and students in solving any problems that may arise;
- support and encourage students to become more active learners.

Students will contribute to quality assurance and improvement in the following ways:

Staff Student Consultative Committee

Student feedback is a critical component of delivering quality assurance. Student feedback will be sought through the Staff Student Consultative Committee (SSCC).These meetings take place three times per academic year and are in line with Glyndŵr University policy. They cover a wide range of issues that student representatives bring to the meetings, and these are responded to for clarification, or action taken and outcomes fed back through the meetings and the minutes taken. Students will be able to view the minutes from SSCCs, which will be displayed on the programme notice board/website within three weeks of the meeting. Students will be kept informed of the progress of any actions raised in these meetings. The student representatives will also be invited to attend Programme Board meetings and Academic Subject Boards.

Student Evaluation of Modules

Student Evaluation of Modules (SEMs) will be completed by all students at the end of each module. These forms will be used for quality analysis and assessing student satisfaction. In keeping with the policies and procedures agreed by Senate, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring review cycle which is formalised through the production of the Annual Monitoring Review (AMR). The AMR evaluates the programme delivery drawing on feedback from students, external examiners and employers where students attend for work based learning experiences. SSCC and completed SEMs will contribute to the completion of this report. The outcomes of this report are scrutinised and agreed at Academic Subject Board.

Research and Scholarship

Glyndŵr University is committed to advancing the scholarly work of academic staff and to ensuring that advanced scholarship is integral to the curriculum and impacts on the relevant practice environment. All academic staff are supported and encouraged to engage in scholarship and are facilitated to do so through the Research Centre for Health, and Society and/or undertake study towards a formal academic qualification. The research Centre offers a number of opportunities for staff to advance their research including:

- A series of writing workshops aimed at different levels to support staff to write for publication.
- A seminar series showcasing the work of Glyndŵr University academics and external experts
- Opportunities for staff to contribute to active research projects through secondments to the Centre
- Staff development programmes for newly qualified post-doctoral staff.

All of the programme team hold qualifications at Master's level and academic staff are actively encouraged to engage in doctoral study. A number of the programme team are either studying for a professional doctorate or a PhD; or hold a doctoral qualification. Within the academic contract of Glyndŵr University, staff are able to dedicate 35 days per annum towards their scholarly work and are encouraged to plan this activity and the related outputs through the staff appraisal system.

Particular support for learning

Students on the programme will receive the following forms of student support and guidance:
- **Admissions** – all students on the programme will have the opportunity to discuss their application with staff and receive appropriate advice and guidance prior to admission. This will include review of expectations of the course and clarification of workload and requirements
- **Induction** – new students on the programme will undergo an induction programme which will provide them with a full introduction to the course and will include elements of work on study skills and personal development
- **Student handbook** – all students on the programme will receive a student handbook which will contain details and guidance on all aspects of the course and forms of student support and guidance
- **Progress review and attendance monitoring** – student attendance will be subject to regular monitoring through registers and this will be a means of addressing issues of student support. There will also be regular reviews for each student with personal tutors.

The programme team provide pastoral and academic support to all students enrolled on the programme. Within the first week of starting classes an induction programme is provided for all first year entrants. This includes an introduction to the University, to the ethos of the

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subject areas, the staff and timetables as well as the facilities offered by the Health Sciences Department and the University.

Every student is allocated a personal tutor in the first week of the programme and this is someone the student can contact to discuss any problems. These may relate to special needs or personal problems that may affect the student's academic performance. In addition to the pastoral role, the programme team utilise the Student support services proactively with students, in conjunction with the student's needs. As necessary, students can have their learning needs assessed, and the programme team have developed a very good relationship with the disability advice service and learning support team. Counselling is also available and advised depending on individual circumstance.

At University level learning support provided includes welfare services, health care provision and services for students with educational support needs. The study skills tutors will be available to support and guide students for on-going individual and/or small group support on a self-referral basis throughout the academic year and over the summer period. These services will be included within the student handbook and are also located on the University's web site.

Learning resources available

When students commence their studies, they are introduced to the purpose built library and computer resource within Glyndŵr University, and informed of the services available to them. Whilst containing 3 floors of resources, it is also an effective environment for small group and individual working.

Library and computing facilities provide the books, journals, electronic resources and up-to-date computing facilities that will support students' study and research. Students have access to over 150,000 books and 300 journals and a high speed computer network supplying a wide range of information resources and applications software, and students are increasingly being encouraged to access these resources. The students and programme team have a direct link to the Academic Liaison Co-ordinator, which provides a dynamic forum to ensure that issues regarding educational resources are discussed and acted upon to enhance the students' experience.

The library holds books, journals, videos, DVD's and other printed materials as well as networked computers. Students can access validated, reliable and useful websites via the Glyndŵr University web page. There are approximately 200 PCs in the centre, plus IT helpdesk and wireless application is available throughout the library. The University provides a wide range of software including word processing; spread sheet, database and presentation packages. In addition, there are printed and web-based guides available to students. Students are also able to attend workshops and seminars enabling them to make effective use of the resources available. Students are given a username and password to use the networked computers in the Institute. This allows for easy access to the internet and electronic mail as well as electronic information resources.

The library use a web-based library catalogue which integrates the printed and digital library

collections into a single resource. It can be accessed from any computer connected to the University network and over the web. Students are able to search for books and journals and link to a wide variety of electronic resources including databases and full text journals. Students can check their library borrowings, renew the periods of loan and reserve items which are not immediately available. Books are usually for a 3 week loan period. However, titles that are likely to have a high demand can be made available for one week, 24 hour and 4 hour loan periods. Students also have the benefit of using special collections developed to support research, for example, the internationally important evidence-based journals.

The centre has a joint catalogue with Bangor University. The library can request books on students' behalf from the Bangor library and an inter-library loan service is also available when items are not held at either Glyndŵr University or Bangor. A charge is made for this service.

<u>Virtual Learning Environment</u>

Moodle enables the programme team to provide on-line support for teaching and learning by:
- Providing on-line teaching resources (e.g. lecture notes).
- Structuring on-line class activities (e.g. using discussion groups).

Students enrolled on the programme will potentially be from a wide geographical area across North Wales, and therefore need an effective communication system. Whilst emails are utilised within the programme, the 'Moodle' site will provide an additional efficient communication method and a valuable learning resource for the programme students in all cohorts. Providing a variety of learning resources facilitates maximum student potential by catering for individual learning styles.
Moodle provides the following:
- Announcement facilities to ensure information such as revised calendars or adaptation to sessions are communicated throughout the programme or to specific cohorts.
- All module hand out materials are available prior to/ following each session. This enables students who learn more effectively by prior reading to access relevant materials wherever possible.
- Student's group work is placed onto the site to enable shared learning.
- Discussion sites are used to explore particular topics, contributing towards collaborative learning.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students in compliance with SENDA legislation. The University warmly welcomes and supports students with disabilities. Where students have specific needs they are encouraged to discuss them with the programme leader in order that arrangements can be put in place to

meet these needs. Careful consideration has been given to issues surrounding curriculum accessibility and SENDA compliance. Curriculum accessibility forms an essential part of the programme and module design and review.