PART TWO PROGRAMME SPECIFICATION

1	**Awarding body**	Glyndŵr University

2	**Teaching institution**	Glyndŵr University

3	**Award title**

MSc/BSc (Hons)/Graduate Diploma in Primary Healthcare

4	**Final awards available**

MSc Primary Healthcare
Post Graduate Diploma Primary Healthcare
BSc (Hons) Primary Healthcare
Graduate Diploma Primary Healthcare

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

See below

Please list any PSRBs associated with the proposal

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

Accreditation available

V300 Non-medical prescribing

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

N/A

6	JACS3 **code**	B700

7	UCAS **code**	

8	**Relevant QAA subject benchmark statement/s**

There are no nursing, pharmacy or allied health professional subject benchmark statement relevant to these Masters or undergraduate level programmes. Students have met subject benchmark requirements on qualification/registration in their professional fields. The programme is mapped to QAA FHEQ (2014) and core module outcomes are mapped to award outcomes.

9	**Other external and internal reference points used to inform the programme outcomes**

N/A

10	**Mode of study**	Part time

11	**Language of study**	English

12 Criteria for admission to the programme

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

Standard entry criteria	
UK entry qualifications	Applicants for postgraduate degrees require a minimum of 2:2 class undergraduate degree
International entry qualifications	*Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.*

Programme specific requirements

Students undertaking these programmes fall into three categories.

Masters level

Those who are graduates and have already achieved graduate level outcomes in their academic study and may progress to master's level study. To be accepted onto this programme, candidates must:

  i. Hold 120 credits at level 6 in a health related subject.

Degree level

Those who have previously studied only to diploma level must both progress their intellectual skills and their practice knowledge. For entry to the BSc level applicants must:

  i. Hold a Diploma in Higher Education in Nursing or Midwifery or 120 specific credits at L 4 and 120 credits at L 5 in a health related subject.

Graduate Diploma level

Those who have a BSc and do not wish to progress to Master's levels study or it is not appropriate for the student to progress to Master's level study i.e. they are now studying to expand their knowledge base and skills in clinical practice, hence, extension rather than progression is the key intent of each of the programmes. The outcomes for all level 6 programmes, however, are at the same level and are, therefore, almost identical, except for focus, which is in a particular area of practice or management.

For entry to Graduate Diploma in Primary Healthcare candidates must have achieved 120 credits at level 6 in a health related subject.

Irrespective of a candidate's entry qualifications, the student must provide evidence to the satisfaction of the interview panel of his/her ability to complete academic work of the required standard to complete successfully the scheme of study proposed. In addition, because of the requirement for practice-based learning, all students should be working in a role which requires them to meet the learning outcomes of the programme. i.e. in a position which requires a level of autonomy, or in a role working towards this.

Students may undertake this programme on a part-time basis only.

Non-standard entry criteria
(e.g. industry experience)

- All students who are funded through their employers must have evidence of approval prior to commencing the programme.

13 Recognition of Prior (Experiential) Learning

For those students who have undertaken Non-Medical Prescribing, either at level 6 or with a different credit size, a 20 credit negotiated module at level 6 and 7 has been made an option. (Students may take 2 negotiated modules within the programme, but only one of these can be at level 6). This could allow candidates to claim RPL for 20 level 6 or 40 level 7 credits from Non-Medical Prescribing programmes into the award. This was specifically requested by our stakeholder group in an earlier iteration of the programme, and remains valuable. Equally, however, candidates who already have the Glyndŵr Certificate may claim RPL for 30 of their credits. The University does not in normal circumstances allow any RP(E)L within the final year of an award. Students who have undertaken the module process of enquiry can transfer this instead of evidence based practice in primary healthcare as the outcomes are virtually the same. If students have undertaken the module Minor illness as a standalone module this can be transferred in as this module is the same module was formed part of the BSc Health Studies programme which is no longer in validation.

14 Aims of the programme

The programme aims in general terms to enable students to:

MSc Level outcomes

- Develop a systematic knowledge and critical understanding of concepts of Primary Healthcare Management from a national and global perspective.

- Demonstrate transferable skills necessary to be able to make clinical management decisions that require the exercise of personal autonomy,

including initiative, problem solving, leadership and reflexive capacity in complex and or unpredictable situations within Primary Healthcare.

- Evidence a critical awareness of current problems and/or new insights, some of which are at, or informed by, the forefront of challenges facing current Primary Healthcare.

- Comprehensively discuss and provide critical comments on research evidence and scholarship underpinning aspects of modern Primary Healthcare Management.

- Demonstrate the effective use of leadership skills in order to develop the primary care agenda and manage teams effectively.

- Critically apply effective teaching and learning strategies in order to nurture and develop professionals employed within primary healthcare.

- To demonstrate advanced scholarship in their subject area through the planning and execution of level 7 enquiry.

Level 6 BSc (Hons) Outcomes

- Analyse the key aspects of primary healthcare from a local, national and global perspective in order to understand health needs and priorities.

- Evaluate the legal, ethical and political frameworks that underpin primary healthcare.

- Critique a range of techniques and strategies that exist in order to deliver high quality primary healthcare.

- Adopt a questioning approach to the evidence that underpins interventions used to manage a wide range of patient problems within the context of primary healthcare.

Graduate Diploma level outcomes

- Students who choose to access this course at Graduate Diploma level have already achieved 120 credits at level 6 and are looking to expand their knowledge and skills laterally so the outcomes are focused upon extension rather than progression.

- Evaluate arguments, judgements, assumptions and concepts that relate to primary healthcare in order to frame appropriate questions that could be used to achieve solutions to problems.

- Demonstrate competent, evidence based decision making in complex and unpredictable contexts as part of a team.

- Critically apply methods and techniques that they have learned in order to develop leadership acumen and professional artistry within their own discipline.

- Use a range of clinical decision making strategies to audit and evaluate care strategies used within primary healthcare.

15 Distinctive features of the programme

The MSc/BSc (Hons)/Graduate Diploma in Primary Healthcare offers a new professional approach to managing the complex needs of patients in the primary healthcare setting. It is distinctive in that it provides healthcare professionals employed in primary healthcare with practical work-based theory and competencies that are relevant to the contemporary healthcare agenda and provides the students with active support to achieve this aim through a team of established experts in the higher education and healthcare field. For example, the role of the General Practice nurse has expanded to meet the increasing challenges occurring within primary care. However, the majority of skills required for this role are not addressed within Pre-registration nursing. This has resulted in General Practice nurses completing additional education through the Specialist Practice Route which was historically funded through Welsh Government. However, these courses have been found to be no longer fit for purpose and Universities are developing new, more relevant programmes of study which incorporate the more contemporary competencies developed by The Royal College of General Practitioners (RCGP). By following one of these programmes, nurses will exit with advanced and evidence based modules in the Management of Chronic Conditions such as diabetes, minor illness, leadership and using policy in practice and understanding commissioning. These nurses will work towards the competency framework provided by Royal College of General Practitioners (2013) which is currently being used in England and Wales and has replaced the NMC competencies for Specialist Practice as it has been identified that these competencies lack the required currency for the changes in contemporary General Practice. In this way the clinical skills and abilities of the team can be utilised effectively and to their maximum potential. In order to meet the key aspects of the new Plan for Primary care services in Wales and modernise primary care led services an increase in the number of General Practice nurses is required. Key to this will be a need for increased education for these nurses in order to maintain high standards of care and reduce the incidence of avoidable harm. In addition, new roles and responsibilities for allied healthcare professionals have been implemented which has led to the need for expanded education into prescribing, minor illness, triage and leadership which has resulted in the need for more contemporary and relevant education, these programmes meet the new educational requirements for these allied healthcare professionals.

The programmes are taught by a highly experienced team of academic health and primary healthcare professionals with a range of subject and research expertise, many of whom are engaged in national networks, research panels, external academic journal review panels and consultancy within the field of Primary Healthcare. The highly experienced team of academic health and business professionals are drawn from Glyndŵr University and The Local University Health Board (both internal staff and external speakers) so has external support from the Primary Healthcare arena. The Local University Health Board and Glyndŵr University have already been working in partnership to develop the content of the programmes.

These programmes will appeal strongly to potential and current employers who are seeking to enhance the skill set of their employees, improve care standards; or indeed diversify elements of provision to meet the constantly changing demands of health policy and practice, locally, nationally and globally within primary healthcare. In addition, these programmes will provide a comprehensive and flexible opportunity for students seeking to follow or develop their careers within the primary healthcare setting. The nurses who exit these programmes will be clinically relevant members of the workforce who are up to date with their clinical, political and educational requirements and will be prepared to meet the needs of the current and future primary care agenda. They will be working in primary care so will be able to implement their skills immediately in order to advance their role. These students will exit the programmes with

advanced skills in the management of minor illness, chronic disease management and will work towards the competencies required by the Royal College of General Practitioners.

16 Programme structure narrative

MSc Primary Healthcare

The programme meets the Glyndŵr regulations for taught Master's degrees and is studied part time meaning that it will normally be completed within 36 months from the student's commencement date. Part one (120 credits) is taught over two academic years, while part two comprises 60 credits and takes the form of a dissertation. Students wishing to undertake taught modules over a longer period than two academic years should submit a learning contract to the programme leader and this should be discussed and agreed. This should occur in exceptional circumstances only, for example: newly diagnosed learning differences, or circumstances making release from the workplace to attend modules difficult. Expected programme delivery will be three years.

Because of the part time nature and demands of these programmes, modules will be delivered on one day a week over a three-semester calendar year to ease student workload and to facilitate release from practice. The semester in which a module is to be offered is indicated on the module specification. Any students undertaking non-medical prescribing will also follow an extended academic year. For example, the non-medical prescribing modules run concurrently over semesters two and three i.e. January – July. The rationale for this is to comply with PSRB requirements relating to the length of study and attendance required for the professional award. In addition, as this is an optional module, it gives the maximum number of students from all eligible programmes access to it, as core modules tend to be delivered in semester 1.

MSc Primary Healthcare	
Fundamentals of Primary Healthcare Practice	40 credits at L7 core
Competence in Primary Healthcare Practice	40 credits at L7 core
Research Methods	20 credits at L7 core
Minor Illness Assessment and Management	20 credits at L7 option
Minor Injuries Assessment and Management	40 credits at L7 option
Foundations in Community Practice	30 credits at L7 option
Leading and Commissioning	20 credits at L7 option
Negotiated module x 2	20 credits at L7 option
Management of Diabetes	20 credits at L7 option
Independent/Supplementary Prescribing for nurses V300	40 credits L7 Option
Triage in primary care	20 credits L7 Option
Assessing complex needs	10 Credits L7 Option

Critically Exploring Professional Practice	20 credits L7 Option
Dissertation	60 credits L7 Core
Contraception, healthy relationships and healthy sexual health.	20 credits at L7 option

BSc (Hons) Primary Healthcare:

120 credits at level 6

The programme meets the Glyndŵr regulations for taught degrees and is studied part time meaning that it will normally be completed within 6 years from the student's commencement date. Students registered onto the programme must complete in not less than 2 years and not more than 6 years from the start of the programme. The course is taught on a flexible basis in that the students may select their modules according to their needs and clinical availability as some aspects need to be completed while they are employed in their clinical fields, for example if mentorship is required, the availability of a suitable mentor needs to be agreed or negotiated. Current clinical demands result in some students only being released to complete one or two modules per year hence the flexible structure and 6-year completion date allows these students to complete the programme without causing undue stress to their employers in the clinical areas. Students who have previously completed the module process of enquiry NHS601 can use this instead of the Evidence based practice in primary healthcare module as the content is the same.

For this award students must successfully complete 120 credits - 2 x 40 credit core module and 20 credit core and 60 credits of optional modules that relate to their area of practice in primary healthcare.

Graduate Diploma Primary Healthcare:

120 credits at level 6

This is awarded when a student who already has a Degree successfully completes 120 credits in the taught modules. The same principles apply to this programme as per the BSc (Hons) Primary Healthcare in that the programme can be offered on a flexible basis as due to clinical demands some students may only be released to attend one or two modules in any given year. The students have a 4-year completion date which allows these students to complete the programme without causing undue stress to their employers in the clinical areas. Students who have previously completed the module process of enquiry NHS601 can use this instead of the Evidence based practice in primary healthcare module as the content is the same.

BSc (Hons) Primary Healthcare and Graduate Diploma modules	
Fundamentals of Primary Healthcare Practice	40 credits at L6 core
Competency in Primary Healthcare Practice	40 credits at L6 core
Evidence based practice in Primary Healthcare	20 credits at L6 option

Minor Illness Assessment and Management	20 credits at L6 option
Minor Injuries Assessment and Management	40 credits at L6 option
Foundations in Community Practice	30 credits at L6 option
Leading and Commissioning	20 credits at L6 option
Negotiated module x 2	20 credits at L6 option
Triage in primary care	20 credits at L6 Option
Management of Diabetes	20 credits at L6 option
Independent/supplementary Prescribing for nurses V300	40 credits L6 Option
Assessing complex needs	10 credits L6 Option
Contraception, healthy relationships and healthy sexual health	20 credits at L6 option

17 Programme structure diagram

MSc Primary Healthcare

<table>
<tr><td rowspan="6">Trimester 1</td><td>Mod title</td><td>Fundamentals of Primary Healthcare</td><td>Mod title</td><td>Triage in Primary Care</td><td></td><td></td></tr>
<tr><td>Mod code</td><td>NHS778D</td><td>Mod code</td><td>NHS773D</td><td></td><td></td></tr>
<tr><td>New/Exist</td><td>New</td><td>New/Exist</td><td>New</td><td></td><td></td></tr>
<tr><td>Credit value</td><td>40</td><td>Credit value</td><td>20</td><td></td><td></td></tr>
<tr><td>Core/Opt</td><td>Core</td><td>Core/Opt</td><td>Option</td><td></td><td></td></tr>
<tr><td>Mod leader</td><td>Alison Williams</td><td>Mod leader</td><td>Tracy Ross</td><td></td><td></td></tr>
<tr><td rowspan="4">Trimester 2</td><td>Mod title</td><td>Contraception, healthy relationships and healthy sexuality</td><td>Mod title</td><td>Independent/ Supplementary Prescribing for Nurses (V300) at Level 7</td><td>Mod title</td><td>Assessing Complex Needs</td></tr>
<tr><td>Mod code</td><td>NHS787</td><td>Mod code</td><td>NHS775</td><td>Mod code</td><td>NHS765</td></tr>
<tr><td>New/Exist</td><td>Existing</td><td>New/Exist</td><td>Existing</td><td>New/Exist</td><td>Existing</td></tr>
<tr><td>Credit value</td><td>20</td><td>Credit value</td><td>40</td><td>Credit value</td><td>10</td></tr>
<tr><td>Core/Opt</td><td>Option</td><td>Core/Opt</td><td>Option</td><td>Core/Opt</td><td>Option</td></tr>
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	Mod leader	Diana Hughes-Morris	Mod leader	Eleri Mills	Mod leader	Victoria Graham
Trimester 3	Mod title	Minor Illness Assessment and Management	Mod title	Minor Injuries Assessment and Management		
	Mod code	NHS7B6	Mod code	NHS7B9		
	New/Exist	New	New/Exist	New		
	Credit value	20	Credit value	40		
	Core/Opt	Option	Core/Opt	Option		
	Mod leader	Gilly Scott	Mod leader	Gilly Scott		

	MSc Primary Healthcare year 2							
Trimester 1	Mod title	Foundations of Community Practice	Mod title	Management of Diabetes	Mod title	Critically Exploring Professional Practice	Mod title	Research Methods
	Mod code	NHS763	Mod code	NHS794D	Mod code	NHS743	Mod code	NHS744D
	New/Exist	Existing	New/Exist	New	New/Exist	Existing	New/Exist	Existing
	Credit value	30	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option	Core/Opt	Core
	Mod leader	Alison Williams	Mod leader	Tracy Ross	Mod leader	Diana Hughes Morris	Mod leader	Nikki Lloyd Jones
Trimester 2	Mod title	Competency in Primary Healthcare Practice	Mod title	Leading and Commissioning	Mod title	Negotiated module in primary healthcare 1	Mod title	
	Mod code	NHS798D	Mod code	NHS795D	Mod code	NHS797D	Mod code	
	New/Exist	New	New/Exist	New	New/Exist	New	New/Exist	
	Credit value	40	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Option	Core/Opt	
	Mod leader	Alison Williams	Mod leader	Tracy Ross	Mod leader	Joanne Pike	Mod leader	

Trimester 3	Mod title	Negotiated Module in Primary Healthcare
	Mod code	NHS797D
	New/Exist	New
	Credit value	20
	Core/Opt	Option
	Mod leader	Joanne Pike

MSc Primary Healthcare year 3						
Trimester 1,2	Mod title	Dissertation	Mod title		Mod title	
	Mod code	NHS703	Mod code		Mod code	
	New/Exist	Existing	New/Exist		New/Exist	
	Credit value	60				
	Core/Opt	Core	Core/Opt		Core/Opt	
	Mod leader	Joanne Pike	Mod leader		Mod leader	

BSc (Hons) Primary Healthcare / Graduate Diploma Primary Healthcare

	BSc (Hons)/ Graduate Diploma year 1						
Trimester 1	Mod title	Evidence Based Practice in Primary Healthcare	Mod title	Fundamentals of Primary Healthcare	Mod title	Triage in Primary Care		
	Mod code	NHS60AD	Mod code	NHS60CD	Mod code	NHS60BD		
	New/Exist	New	New/Exist	New	New/Exist	New		
	Credit value	20	Credit value	40	Credit value	20		
	Core/Opt	Option	Core/Opt	Core	Core/Opt	Option		
	Mod leader	Edna Astbury Ward	Mod leader	Alison Williams	Mod leader	Tracy Ross		
Trimester 2	Mod title	Minor Illness Assessment and Management	Mod title	Contraception, Healthy Relationships and Healthy Sexuality	Mod title	Independent/ supplementary prescribing for nurses V300 also straddles trimester 3	Mod title	Assessing Complex Needs
	Mod code	NHS60JD	Mod code	NHS694	Mod code	NHS675	Mod code	NHS687
	New/Exist	New	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing

	Credit value	20	Credit value	20	Credit value	40	Credit value	10
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option
	Mod leader	Gilly Scott	Mod leader	Diana Hughes-Morris	Mod leader	Eleri Mills	Mod leader	Teresa Davies
Trimester 3	Mod title	Negotiated Module	Mod title	Minor Injuries Assessment and Management				
	Mod code	NHS60GD	Mod code	NHS60MD				
	New/Exist	New	New/Exist	New				
	Credit value	20	Credit value	40				
	Core/Opt	Option	Core/Opt	Option				
	Mod leader	Alison Williams	Mod leader	Gilly Scott				

BSc (Hons)/ Graduate Diploma Primary Healthcare year 2						
Trimester 1	Mod title	Foundations of Community Practice	Mod title	Management of Diabetes	Mod title	Negotiated module 1
	Mod code	NHS623	Mod code	NHS60DD	Mod code	NHS60GD
	New/Exist	Existing	New/Exist	New	New/Exist	New
	Credit value	30	Credit value	40	Credit value	20
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option
	Mod leader	Alison Williams	Mod leader	Teresa Davies	Mod leader	Alison Williams
Trimester 2	Mod title	Leading and Commissioning	Mod title		Mod title	Competency in Primary Healthcare Practice
	Mod code	NHS60ED	Mod code		Mod code	NHS60HD
	New/Exist	New	New/Exist		New/Exist	New
	Credit value	20	Credit value		Credit value	40
	Core/Opt	Option	Core/Opt		Core/Opt	Core
	Mod leader	Tracy Ross	Mod leader		Mod leader	Alison Williams

18 Intended learning outcomes of the programme

Masters level learning outcomes

The overall aims of the Master's award are to enable experienced professionals:
- to develop a systematic and critical knowledge and understanding of their specialist field of practice
- to develop a critical awareness of current problems, gaining new insights at the forefront of their area of primary healthcare practice that enable further strategic development of practice and practice knowledge
- to enable practitioners to critically inform, enhance and develop their competency within their field of practice
- to demonstrate advanced scholarship in their subject area through the planning and execution of level 7 enquiry

	Knowledge and understanding	
	Level 7	
A1	Critically demonstrate comprehensive understanding of the political agenda guiding contemporary primary healthcare.	
A2	Analyse a comprehensive knowledge and understanding of research based evidence in order to critically apply knowledge.	
A3	Synthesise and apply knowledge to solve clinical practice problems in contemporary primary healthcare and to mentor new nurses, allied health professionals and colleagues.	
A4	Critically apply an in-depth knowledge of ethical and legal frameworks that guide primary healthcare.	
	Intellectual skills	
	Level 7	
B1	Demonstrate an advanced level of competency in making professional and clinical judgements as part of a team.	
B2	Autonomously apply self- directed thinking and management practices in order to make autonomous decisions.	
B3	Critically analyse a range of evidence including policy and research in order to direct care strategies.	
	Subject Skills	
	Level 7	
C1	Demonstrate an advanced level of competence in the skills required to carry out a comprehensive clinical assessment.	
C2	Utilise a high level of communication skills in order to comprehensively perform clinical skills.	
C3	Critically apply systems of enquiry to gather data and produce innovations in clinical practice in primary care.	
	Practical, professional and employability skills	
	Level 7	
D1	Exercise initiative and personal responsibility.	
D2	Apply in-depth and advanced level decisions in complex and unpredictable situations.	
D3	Demonstrate independent learning ability required for continuing professional development and use this to mentor other healthcare professionals.	

Post Graduate Diploma Learning Outcomes

The overall aims of the Postgraduate Diploma are to enable experienced professionals:

- to develop a systematic and critical knowledge and understanding of their specialist field of practice
- to develop a critical awareness of current problems, gaining new insights at the forefront of their area of advanced practice that enable further strategic development of practice and practice knowledge
- to enable practitioners to inform, enhance and develop their competency at an advanced level within their field of practice.

	Knowledge and understanding
	Level 7
A1	Critically demonstrate a systematic understanding of the biological, physiological, psychological and sociological.
A2	Critically apply well critiqued knowledge and understanding of techniques applicable to research.
A3	Synthesise and apply knowledge to solve complex practice problems and to form effective solutions.
A4	Evaluate and critique new areas of enquiry in an aspect of advanced clinical practice.
	Intellectual skills
	Level 7
B1	Independently deal with complex issues systematically in order to make sound judgements.
B2	Demonstrate self-direction in tackling and solving problems together with the ability to act autonomously.
B3	Critically analyse the theoretical, research and practice underpinnings of Primary health care practice.
	Subject skills
	Level 7
C1	Using well critiqued research demonstrate competence in the skills required to carry out a comprehensive clinical assessment.
C2	Demonstrate a high level of consultation and inter-personal communication skills in a variety of settings.
	Practical, professional and employability
	Level 7
D1	Exercise initiative, personal responsibility and innovation in practice to solve problems.
D2	Independently Make decisions in complex and unpredictable situations.
D3	Demonstrate independent learning ability required for continuing professional development.

BSc (Hons) Primary Healthcare learning outcomes The overall aims of the BSc (Hons) are to enable experienced professionals:

- To broaden students' understanding of key aspects of their specialist field of practice within primary healthcare.
- To develop a critical awareness of current structures and drivers within their area of practice that enable further development of practice and practice knowledge
- To enable practitioners to inform, enhance and develop their competency within their field of practice.

	Knowledge and Understanding
A1	Critically demonstrate coherent and detailed knowledge of the principles and the ethical and legal frameworks which underpin Primary
A2	Critically analyse those principles and theories from the social and behavioural sciences underpinning the management of care delivery.
A3	Evaluate a range of techniques of analysis and enquiry of leadership and management practice within their discipline within primary care.
	Intellectual skills
B1	Critically evaluate arguments, assumptions, concepts and data to make judgements, and to frame appropriate questions to achieve solutions.
B2	Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of Primary care.
B3	Critically analyse particular aspects of current research, or equivalent scholarship, within primary health care.
B4	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge within primary healthcare.
	Subject Skills
C1	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding.
C2	Professionally articulate, ideas, problems, and solutions to both specialist and non-specialist audiences.
C3	Using critiqued evidence, competently assess, plan, implement and evaluate interventions for individuals based on systematically acquired knowledge
	Practical, professional and employability skills
D1	Exercise initiative and personal responsibility as part of the primary healthcare team.
D2	Make decisions autonomously in complex and unpredictable contexts using current evidence that has been critically evaluated;
D3	using a range of complex mentorship skills, evaluate the learning ability needed to undertake appropriate further training of a professional or equivalent
D4	Demonstrate competence in the use of libraries, databases and the internet to critique and subsequently use scholarly reviews.

Graduate Diploma Primary Healthcare learning outcomes: The overall aims of the Graduate Diploma are to enable experienced professionals:

- To expand the students' understanding of key aspects of their specialist field of practice within primary healthcare.
- To develop a critical awareness of current care strategies within their area of practice that enable further development of practice knowledge

	Knowledge and Understanding
A1	Critically demonstrate coherent and detailed knowledge of the principles and the ethical and legal frameworks which underpin Primary
A2	Critically analyse those principles and theories from the social and behavioural sciences underpinning the management of care delivery.
A3	Evaluate a range of techniques of analysis and enquiry of leadership and management practice within their discipline within primary care.
	Intellectual skills
B1	Critically evaluate arguments, assumptions, concepts and data to make judgements, and to frame appropriate questions to achieve solutions.
B2	Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of Primary care.
B3	Apply systematically critiqued aspects of current research, or equivalent scholarship, within primary health care.
B4	Demonstrate a critical appreciation of the uncertainty, ambiguity and limits of knowledge within primary healthcare.
	Subject Skills
C1	Apply leadership methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding.
C2	Use complex and advanced mentorship techniques to develop professionals in primary care.
C3	Competently assess, plan, implement and evaluate interventions for individuals based on systematically acquired knowledge of practice.
	Practical, professional and employability skills
D1	Exercise initiative and personal responsibility in order to manage small teams as part of the primary healthcare team.
D2	Make decisions autonomously in complex and unpredictable contexts using well critiqued evidence.
D3	Demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature in primary
D4	Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews.

19 Curriculum matrix MSc Primary Healthcare

	Module Title		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 7	Fundamentals of Primary care	Core	■	■	■	■	■	□	□	■	■	■	■	■	■	■	■	□
	Competency in Primary care	Core	■	■	■	■	□	□	■	■	■	□	■	■	□	□	□	■
	Leadership and Commissioning	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Evidence based Practice in primary healthcare	Option	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Triage in primary healthcare	Option	■	■	■	■	■	■	■	■	■	■	□	□	■	□	□	■
	Management of Diabetes	Option	□	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■

		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Minor Illness Assessment and Management	Option	□	□	■	■	■	■	■	■	■	■	□	■	■	□	□	■
Minor Injuries Assessment and Management		□	□	■	■	■	■	■	■	■	■	□	■	■	□	□	■
Foundations in Community Practice	Option	□	■	■	■	■	□	■	□	□	■	□	■	■	□	□	□
V300 Nurse prescribing	Option	□	□	■	■	□	■	■	■	■	■	■	■	□	□	□	■
Assessing Complex needs	Option	■	□	■	■	□	■	■	■	■	□	■	■	□	□	□	□
Negotiated Module	Option	■	□	■	■	■	■	■	■	■	□	□	■	□	□	□	■
Research methods	Core	□	■	□	□	■	■	■	□	□	□	□	□	□	■	■	□
Critically exploring Professional Practice	Option	□	□	■	■	□	■	■	■	■	■	■	■	□	□	□	■
Dissertation	Core	■	□	■	■	□	■	■	■	■	□	■	■	□	□	□	□

Curriculum Matrix for Post-Graduate Diploma Primary Healthcare

	Module Title		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 7	Fundamentals of Primary care	Core	■	■	■	■	■	□	□	■	■	■	■	■	■	■	■	□
	Competency in Primary care	Core	■	■	■	■	□	□	■	■	■	□	■	■	□	□	□	■
	Leadership and Commissioning	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Evidence based Practice in primary healthcare	Option	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Triage in primary healthcare	Option	■	■	■	■	■	■	■	■	■	■	□	□	■	□	□	■

Management of Diabetes	Option	□	□	■	■	■	■	■	■	■	■	■	■	■	■	■
Minor Illness Assessment and Management	Option	□	□	■	■	■	■	■	■	■	■	□	■	■	□	□	■
Minor Injuries Assessment and Management	Option	□	□	■	■	■	■	■	■	■	■	□	■	■	□	□	■
Foundations in Community practice	Option	□	■	■	■	■	■	■	□	□	■	□	■	■	□	□	□
V300 Nurse prescribing	Option	□	□	■	■	□	■	■	■	■	■	■	■	□	□	□	■
Assessing Complex needs	Option	■	□	■	■	□	■	■	■	■	□	■	■	□	□	□	□
Negotiated Modules 1	Option	■	□	■	■	■	■	■	■	■	□	□	■	□	□	□	■
Critically exploring Professional Practice	Option	□	□	■	■	□	■	■	■	■	■	■	■	□	□	□	■

BSc (Hons) / Graduate Diploma Primary Healthcare

	Module Title		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 6	*Fundamentals of Primary care*	Core	■	■	■	■	■	□	□	■	■	■	■	■	■	■	■	□
	Competency in Primary care	Core	■	■	■	■	□	□	■	■	■	□	■	■	□	□	□	■
	Leadership and Commissioning	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Evidence based Practice in primary healthcare	Option	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Triage in primary healthcare	Option	■	■	■	■	■	■	■	■	■	■	□	□	■	□	□	■
	Management of Diabetes	Option	□	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Minor Illness Assessment and Management	Option	☐	☐	■	■	■	■	■	■	■	■	☐	■	■	☐	☐	■
Minor Injuries Assessment and Management		☐	☐	■	■	■	■	■	■	■	■	☐	■	■	☐	☐	■
Foundations in Community practice	Option	☐	■	■	■	■	■	■	☐	☐	■	☐	■	■	■	☐	☐
V300 Nurse prescribing	Option	■	☐	■	■	☐	■	■	■	■	■	■	■	■	☐	☐	■
Assessing Complex needs	Option	■	☐	■	■	☐	■	■	■	■	☐	■	■	■	☐	☐	■
Negotiated Modules 1	Option	■	☐	■	■	■	■	■	■	■	☐	☐	■	☐	☐	☐	■

20 Learning and teaching strategy

The programmes will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and assessments will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy and in particular it will emphasise:

- The development of autonomous learners.

- Provision of learning opportunities that are personally and professionally relevant and quality assured.

- The maintenance of a supportive learning environment.

- The promotion of the scholarship of teaching.

This strategy will be achieved through the use of a variety of learning and teaching techniques which include lectures, webinars, discussions and debates, case studies, and visiting expert speakers. In all these endeavours tutors act as facilitators of learning rather than merely as a means of transmitting knowledge.

A learner-centred approach will be adopted with the aim of promoting independent learning; as a consequence, direct face-to-face teaching contact hours will be supplemented by tutor-guided along with independent reading and research which will emphasise the need to work in a critical way with theoretical and empirical research and scholarly sources. At least 50% of each module is delivered in groups according to the required level. Webinars, group tutorials and action learning sets will be included within the individual levels in order to provoke critical reflections and discussions.

Additionally, the VLE will be used for developing interactive activities such as wikis and forums; it also allows staff and students to create discussion groups. Students will be encouraged to make significant use of on-line resources especially journals and e-books. The Programme Team will ensure that all modules have a standardised format and minimum presence on their VLE systems which will comprise of the following information for each module:

- Module handbook/guide

- Assignment deadline

- Electronic submission portal i.e.: Turnitin for the assignment

- Bibliography

- Tutor contact details

- Email/phone discussions with tutors and/or programme team

Where students, for good reason (e.g. health or extreme personal issues), are struggling to meet assessment deadlines, the Programme Leader will be the initial point of contact. If the student submits an extension request, the Programme Leader will liaise with the respective Module Leader before responding to the student with a decision on the granting of an extension (one week in the first instance). Beyond a one-week extension, the student will be required to complete an application (with supporting evidence) to Glyndŵr University's Extenuating Circumstances Panel that will provide an outcome. All students will be provided with a guide to University procedures in a student programme handbook at the beginning of the programme.

Dissertation Support

Students undertaking their Dissertation will be allocated a named Dissertation Supervisor by the Dissertation Module Leader, and the supervisor will meet with the student individually according to prescribed contact hours. Students will be allocated a Dissertation Supervisor and are encouraged to begin preliminary work on their dissertation although it will not be submitted for assessment until the third trimester of the third year of the programme. Allocation will be based on either geographical location of the student, or area of supervisory expertise, or methodological approach.

21 Work based/placement learning statement

Where possible we will offer students shadowing opportunities in order to carry out observations of care in order to improve clinical practice. Students who choose the module V300 Non-Medical Prescribing must have a designated medical prescriber. As part of the assessment for the Clinical Competency in Primary Healthcare a portfolio is required which contains a competency based element. For this element the students will undertake some work based learning in their own clinical area in order to work towards the competencies for General Practice nursing from the Royal College of General Practitioners as advocated by Queens Nursing institute. Ideally the student's mentor will be employed from within the student's place of employment but if this is not possible a suitable mentor will be allocated by The Programme Leader in negotiation with the Local Health Board. Each of the three localities within the Local Health Board has additional support in practice from Practice Development nurses who will provide mentorship and backfill. The programme leader will also visit each student on one occasion in order to ensure the quality of the learning environment for the student. Additional quality will be assured through the use of the All Wales Audit tool for all placements and employer environments that are used. An existing zero credit mentorship module that is offered by the Local Health Board can be accessed for any potential mentors who have the relevant clinical experience but lack the mentorship that is required. Part of the competencies involve some shadowing of allied healthcare professionals within the healthcare settings but these are student specific and are selected according to the students' individual learning needs. The shadowing will be negotiated between the student, lecturers and the Local Health Board and General Practitioners who will work alongside the student to supervise and sign off their prescribing competencies. The DSMP is selected by the student according to the criteria below:

Criteria for becoming a Designated Supervising Medical Practitioner (Clinical Assessment in Advanced Practice Module and Non-Medical Prescribing Modules)
The DSMP must be a registered medical practitioner who:

- Has normally had at least three years' recent clinical experience for a group of patient/clients in the relevant field of practice

- Is within a GP practice and is either vocationally trained or is in possession of a certificate of equivalent experience from the Joint Committee for Post-Graduate Training in General Practice Certificate or is a specialist registrar, clinical assistant or a consultant within a NHS Trust or other NHS employer

- Has the support of the employing organisation or GP practice to act as the DSMP who will provide supervision, support and opportunities to develop competence in prescribing practice

- Has some experience or training in teaching and/or supervising in practice (for example, teaching and assessing medical students, teaching other healthcare students)

- Normally works with the trainee. If this is not possible (such as in practitioner -led services or community pharmacy), arrangements can be agreed for another doctor to take on the role of the DSMP, provided the above criteria are met and the learning in practice relates to the clinical area in which the trainee will ultimately be carrying out their role.

Klenowski, V. (2002) *Developing Portfolios for Learning and Assessment, Process and*

Principles. London: Routledge

22 Welsh medium provision

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

23 Assessment strategy

All module and programme outcomes are assessed. University assessment regulations apply except where derogation has been sought and approved. Assessment generally takes place following completion of teaching although where there is more than one assessment task, assessments may be interspersed at appropriate points. Generally informal formative assessment is built into modules, students are given the opportunity for tutorial support and feedback on initial work on all assessments. There are normally three attempts at any assessment in both theoretical and practice elements. Assessment strategies include written assignments, reflections, case studies, learning logs, presentations and projects. Students who complete the BSc (Hons) or Graduate Diploma Primary Healthcare who wish to progress onto Master's level study would move into the MSc Advanced Practice Programme and not the MSc Primary Healthcare due to the progressive clinical expertise that is required for the advanced role as any advancement would require advanced clinical diagnostic skills which are not included as part of the MSc Primary Healthcare.

Level 7 modules

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
NHS744D Research Methods	Coursework 100%	4,000 words	Semester one year one
NHS778D Fundamentals of Primary Healthcare	Portfolio 100%	8,000 words	Semester one year one
NHS798D Competency in Primary Healthcare Practice	Portfolio 100%	8,000 words	Semester three year 2
NHS773D Triage in Primary Care	Exam 100%	3 hours	Semester one year one
NHS7B6 Minor Illness Assessment and Management	Poster presentation 100%	20 minutes	Semester two year one
NHS7B9 Minor Injuries Assessment and Management	OSCE Pass/Fail Portfolio 100%	20 minutes 6,000 words	Semester two year one
NHS765 Assessing Complex Needs	Case study 100% Portfolio	2,500 words Pass/Refer	Semester two year one
NHS787 Contraception, healthy relationships and healthy sexuality	Report 100% Portfolio	3,500 words pass/refer	Semester two year one
NHS775 Independent/Supplementary Prescribing for Nurses (V300) at Level 7	Examination Portfolio/OSCE Reflective log 50% Clinical management plan 50%	2 hours pass/refer 4,000 words 2,500 words	Semester three year one
NHS763 Foundations of Community Practice	Case study 100% Portfolio	5,000 words Pass/Refer	Semester one year two
NHS795D Leading and Commissioning	Essay 100% OR Group project 100% OR Presentation 100%	4,000 words 30 minutes 30 minutes	Semester two year two
NHS794D Management of Diabetes	Case study 100%	5,000 words	Semester one year two
NHS743 Critically exploring professional practice	Portfolio 100%	4,000 words	Semester one year two
NHS797D Negotiated Module in Primary Healthcare 1	Negotiated 100%	4,000 words	Semester two year two
NHS703 Dissertation	Options A-C Dissertation 100% Option D Dissertation 80%, Article 20%	15,000 words 12,000 3,000	Semester two year three

Level 6 modules

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
NHS60CD Fundamentals of Primary Healthcare	Portfolio 100%	6,000 words	Semester one year one
NHS60HD Competency in Primary Healthcare Practice	Portfolio 100%	6,000 words	Semester three year two
NHS60BD Triage in Primary Care	Exam 100%	2 hours	Semester one year one
NHS60AD Evidence based practice in primary healthcare	Essay	3,000 words	Semester one year one
NHS60JD Minor Illness Assessment and Management	Poster presentation 100%	20 minutes	Semester two year one
NHS60MD Minor Injuries Assessment and Management	OSCE Pass/Fail Portfolio 100%	20 mins 4,000 words	Semester two year one
NHS687 Assessing Complex needs	Case study 100% Portfolio	2,000 words Pass/Refer	Semester two year one
NHS694 Contraception, healthy relationships and healthy sexuality	Report 100% Portfolio	2,500 words Pass/Refer	Semester two year one
NHS675 Independent/supplementary prescribing for nurses V300	Examination Portfolio Reflective log 50% Clinical management plan 50%	2 hours pass/refer 4,000 words 2,500 words	Semester three year one
NHS623 Foundations of community practice	Case study 100% Portfolio	5,000 words Pass/Refer	Semester one year two
NHS60ED Leading and Commissioning	Essay 100% OR Group project 100% OR Presentation 100%	3,000 words 30 minutes 30 minutes	Semester two year two
NHS60DD Management of Diabetes	Case study 100%	3,000 words	Semester one year two
NHS60GD Negotiated module in Primary Healthcare 1	Negotiated 100%	3,000 words	Semester two year two

24 Assessment regulations

All assessments are forwarded and discussed with the External Examiner and no changes are made to assessment without prior approval of the External Examiner. A variety of assessment strategies are used such as individual poster presentations, group presentations, examinations and assignments. All work is moderated internally. All Dissertations are blind marked. A selection of the work is forwarded to the External Examiner (as per Glyndŵr academic regulations) and the feedback is received in the form of module and annual reports.

Derogations

All elements of assessment must be passed. Derogations currently exist within the Independent/supplementary nurse prescribing V300 programmes, which have been previously validated. No change to these derogations is sought. In addition, any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'. Students who fail to demonstrate competence or endanger patients by acts or omissions in practice may be subject to Glyndŵr University's Suitability for Practice Procedures as well as any invoked by their employer. Any decision to invoke the Suitability for Practice Procedures will be taken by the Programme Leader in consultation with the Head of School following discussion with the student, Practice Mentor/Designated Supervising Medical Practitioner (DSMP) and the Service Manager.

Non-credit bearing assessment

There is no non-credit bearing assessment.

Borderline classifications (for undergraduate programmes only)

Students undertaking the BSc (Hons) undertake the 40 credit core module Fundamentals of Primary Healthcare which will be used as the denominator for students with borderline classifications.

Restrictions for trailing modules (for taught masters programmes only)

There are no restrictions to trailing modules.

25 Programme Management

Programme team

The Programme Team comprises the academic staff and sessional lecturers who currently deliver these modules within additional programmes. The development of these programmes does not represent additional workload for these individuals as students undertaking all routes will be taught with students on the other awards. The core team are listed below against the role they perform in relation to these programmes:

Name	Role in respect of these programmes
Alison Williams, Senior Lecturer	Programme Leader/Module Leader
Teresa Davies	Lecturer/Module Leader
Dr Edna Astbury-Ward	Senior Lecturer/Module Leader
Victoria Graham	Senior Lecturer /Module leader
Dr Joanne Pike	Senior Lecturer/Module leader
Eleri Mills	Senior Lecturer/Module leader
Diana Hughes-Morris	Senior Lecturer/Module leader
Nikki Lloyd Jones	Senior Lecturer/Module leader
Dr Christine O'Grady	Senior Lecturer/Module leader

Gilly Scott	Senior Lecturer/Module leader
Jane Roberts	Lead for Primary Care Nursing East BCUHB
Angela Roberts	Lead for Primary Care Nursing Central

A key resource for the programme is the clinical expertise on which we may call to ensure module content is at the leading edge of practice. Experts from nursing, medicine, pharmacy and a range of other professional groups are employed as sessional lecturers and contribute on an ongoing basis. Several of these individuals hold honorary lectureships with the University, while other have sessional and fractional contracts.

Programme leader

The Programme Leader, in this instance, is responsible overall for all aspects of the operation and administration of several programmes. As well as being involved with the quality assurance of the programme, leading on developments and dealing with External Examiners, the Programme Leader is very involved with students, overseeing negotiated learning, guiding them in module choices and overall working to ensure their smooth progress through the programmes overseen.

The Programme Leader is assisted by the other members of the Programme Team, in particular the Module Leaders.

Module Leaders
Module Leaders are responsible for the day to day administration and academic content of modules. In many cases the Module Leader will deliver most of the teaching on the module. They are also responsible for academic support of students taking the module and will see all students at least once in relation to each assessment task.

Personal Tutors
All students are allocated a Personal Tutor, whose role is both pastoral and 'clinical' in that he/she acts as the link to the student's clinical work place and visits that student at least once in practice during the module. Students are expected to meet with their Personal Tutor at specified times determined by the length of the module. This person also acts as the link for the Practice Mentor should any concerns about the student arise. All students on these modules maintain a practice portfolio tracing their personal and professional development. This forms part of the assessment for the module.
Students studying on individual practice-related modules may use the Module Leader in this capacity in the first instance but are referred to the Programme Leader should the need arise. For these students, identification of the need for and evidence of study is integral to their PDP as employees.

Study Skills Tutors
The Faculty of Social and Life Sciences employs two Study Skills Tutors who are available to students experiencing difficulties with literacy and numeracy and with academic writing. Appointments with these individuals may be arranged through the Programme Leader.
Staff within the Nursing Academic Area are very experienced with supporting the kinds of students who will be accessing this programme – mature individuals, in full-time employment and with family commitments. Tutorial support may be provided at or near to their workplace as required and arrangements are in place for the submission of assessments to the site convenient for the student. When students

experience difficulty in meeting assessment deadlines, every consideration is given to mitigation and all avenues explored to assist students to complete study.

Staff in the wider University provide students with guidance and advice about finance, about study skills, about personal problems and many other matters. A central resource, the Student Information Desk (SID) in the Edward Llwyd Centre, can direct students to the services and guidance that they may need.

Monitoring

The existing institutional structures for monitoring quality within the University are robust and well established. On a University level The Academic Development Group assure the quality of students learning and adherence to academic standards. Issues relating to plagiarism and academic misconduct are monitored through this committee in a transparent and fair manner, Plagiarism and misconduct are also monitored at programme level. The Student and Programmes Centre assure enrolment and tracking, recording student assessment and arrangement of assessment boards. Each programme has a programme leader who oversees the quality of their programme and is accountable to the Head of School. The programme leader organises the delivery of the programme and is responsible for drafting the Annual Monitoring Report. The AMR is an annual quality tool that explores the efficacy of programme content and delivery. The report is written with the input of all relevant stake holders including module leaders, external examiners and external partner organisations. Student input is deemed very valuable and feedback from student SEMM forms and Student Voice Forums included. The programme leader responds to any relevant comments in a report.

The student voice is considered valuable and Student Voice Forums are held each semester to allow student representatives to raise any issues or concerns that relate to quality issues. These meetings are chaired by an independent person who is not connected to the programme. The students' views are also obtained via the Student module evaluation forms which are completed anonymously and fed back to the module leaders. The team also operate an open door policy where students can access the module and programme leader on an individual basis.

Quality management

As previously stated the MSc/BSc (Hons)/Graduate Diploma Primary Healthcare are mapped against the QAA Code (2015). The Programme Team's aim is to communicate effectively with students in the management and improvement of the programme. In terms of assessment this includes publishing a clear assessment schedule for staff and students and providing fair and constructive feedback which is delivered in a timely manner. Work is marked and moderated and reviewed by an external examiner. The dissertation project is blind marked. The Local Health Board are actively involved in decision making regarding course design and the external examiner is invited to attend the assessment boards. As well as having several additional functions, Turnitin is used to assess for plagiarism in every module.

Student evaluation and feedback is embedded within the quality monitoring cycle and recorded in the AMR each year. Each module is evaluated using the Student Perception of Module Form (SEMM) and a written report is made to the Programme Leader by the module leader.

Student representation is also available through the post registration programme boards and the Student Voice Forum Minutes of SSCC Student Voice Forum meetings contribute to the Annual Monitoring of the programme and are embedded in the AMR reports each year.

Research and scholarship activity

The research activities within the Faculty of Social and Life Sciences underpin curriculum delivery and the areas of research of staff relate directly to the nursing and healthcare focus of these programmes. Key areas of excellence concern extensive publications from Dr Joanne Pike concerning spirituality and curriculum innovation, and Dr Edna Astbury- Ward has many internationally recognised publications in counselling and sexual health. Research has continued to expand and the trend is set to continue in order to inform the future of leadership in healthcare. The delivery of modules within these programmes involves a wide range of clinical specialists from the Local Health Board, as senior practitioners these individuals base their practice on current research in their fields and as such as able to bring cutting edge content to the modules.

26 Learning support

Institutional level support for students

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

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

School support for students

The Programme Team's aim is to communicate effectively with students in the management and improvement of the programme. In terms of assessment this includes publishing a clear assessment schedule for staff and students and providing fair and constructive feedback which is delivered in a timely manner. Each student is provided with a programme handbook and module handbooks. Each student has an individual tutor for pastoral support, this personal tutor acts as a link should any issues arise with regards to academia or practice. The programme leader is responsible for all administrative elements of the programme including assessment regulation and quality assurance. The programme leader will lead on negotiated learning and liaising with external examiners. The programmes have a designated course administrator who is their first point of contact concerning applications and enrolment and tracking.

Programme specific support for students

Within these programmes Moodle VLE is currently mainly used as a repository and resource for learning materials and is also the main method of communicating with the cohort, however, there is a gradually increasing use of technology assisted teaching within the subject area and it will be important to continue to develop this. University staff development is ongoing in developing electronic learning capability within the staff team. Students have an induction to Moodle at the beginning of their programme.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.