

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b>	Glyndŵr University
<b>Details of accreditation by a professional, statutory or regulatory body</b>	Nursing & Midwifery Council (NMC) for certain modules within the programme (identified in appendix)
<b>What type of accreditation does this programme lead to?</b>	NMC approval of identified modules
<b>Is accreditation in some way dependent on choices made by students?</b>	Yes
<b>Final awards available</b>	Master of Science Postgraduate Diploma Postgraduate Certificate (Exit Award)
<b>Award title</b>	MSc/PgDip Health Sciences Full and part time MSc/PgDip Health Sciences (Palliative Care) Part time MSc/PgDip Health Sciences (Healthcare Leadership Full and Part time MSc/PgDip Health Sciences (Allied Health) Part time Postgraduate Certificate Health Sciences (Exit Award)
<b>JACS 3 code</b>	B700
<b>UCAS code</b>	N/A Direct application
<b>Relevant QAA subject benchmark statement/s</b>	Health Studies (2008) this is for guidance only as the benchmark refers to undergraduate programmes
<b>Other external and internal reference points used to inform the programme outcomes</b>	Nursing and Midwifery Council standards for certain modules within the programme (identified in the appendix)
<b>Mode/s of study</b>	Part time and Full time
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	March 2013 Update November 2013 Updated January 2014 Updated June 2014 Updated March 2016 Updated May 2016

## Criteria for admission to the programme

The entry requirements for the Masters Framework in Health Sciences are drawn up in accordance with the University's regulations.

- a) A candidate must satisfy one, or combination, of the following conditions;

Hold one of the following prior to commencement of the Programme:

- i) An initial honours degree of Glyndŵr University or another approved degree awarding body.
  - ii) Equivalent overseas qualifications deemed satisfactory by the programme team
  - iii) A non-graduate qualification which the University deems to be of satisfactory standard for the purpose of post-graduate admission.
  - iv) Have relevant work experience at a senior level that is deemed to compensate the lack of formal qualifications **and** have held a position of management responsibility within the or health or social care sectors for a minimum of three years within the previous five years (**this normally applies to part time home students only**)
- b) In a case where there is lack of clarity or need to gain deeper insight into a candidate's suitability for the programme of study an informal interview with the candidate may be held, which may be undertaken via Skype or other distance communication technology. This will allow the candidate an opportunity to provide evidence to the satisfaction of the interview panel of his/her ability to complete academic work of the required standard in the subject area and to complete successfully the scheme of study proposed.
- c) Overseas students: In addition to the academic entry requirements, overseas students require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.5 with no component below 6.0. If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

The following option modules have their own additional entry requirements:

- Mentorship in Practice
- Learning and Teaching in Practice
- Independent or Supplementary Prescribing

These are specified on the module specifications or in associated programme documentation and will require employer support. For Independent or Supplementary Prescribing students will also be required to have an interview as part of the admissions process.

Prospective students may also apply for the Recognition of Prior Learning (RPL) against specific modules in accordance with Glyndŵr University regulations.

## **Aims of the programme**

The overall aim of the Master of Science (MSc) Health Sciences framework is to provide comprehensive flexible programmes at postgraduate level for students seeking to develop or diversify their career within the broad field of health sciences. The framework also provides a range of routes through it to enable the development of specialist knowledge and the opportunity to meet the vocational aims of practitioners within clinical and other health related disciplines. The framework aims generally to enable students to:

- Develop a systematic knowledge and critical understanding of healthcare from a global perspective.
- Demonstrate transferable skills necessary to be able to make decisions that require the exercise of personal autonomy, including initiative, problem solving, leadership and reflexive capacity in complex and or unpredictable situations.
- Evidence a critical awareness of current problems and/or new insights, some of which are at, or informed by, the forefront of the academic disciplines of healthcare sciences.
- Comprehensively discuss and provide critical comments on research evidence and scholarship within areas of health and healthcare sciences.

### **MSc Health Sciences (Generic Route)**

The generic route has been designed to allow maximum flexibility for students by allowing 60 credits of options and will appeal to those who wish to develop at an advanced level, a broad base of knowledge with the flexibility to include optional modules in areas of personal interest and allow the RPL of relevant modules into the framework. As such it allows a bespoke programme to be followed tailored to the individual needs of the student while having sufficient general elements to provide a coherent programme for the award of an MSc in Health Sciences.

### **MSc Health Sciences (Palliative Care)**

The specific aims of this route are to enable experienced professionals to develop a critical awareness of current problems and make judgements that enable planning and development of palliative care within their area of practice. In addition students will develop a systematic knowledge of the holistic principles of palliative care and a critical understanding of the contemporary issues in end of life care. This route has been designed to meet the continuing demand for health care practitioners to be educated in palliative care and end of life care in Wales. This reflects and is responsive to current government and national strategies to improve education specifically in these domains.

### **MSc Health Sciences (Healthcare Leadership)**

The route aims to enable experienced professionals to develop a critical awareness of contemporary leadership issues in healthcare, critically debate strategies that facilitate problem solving and develop leadership potential and innovation in order to drive the future of healthcare. It has been designed in response to the current demand for effective

leadership in the National HealthCare System but the principles explored are applicable globally. The importance of effective leadership cannot be under-valued as leadership impacts policy and practice in ways that are designed to meet the healthcare expectations of a society containing vulnerable groups of people. Being able to provide skilled leadership through evidence based practice is the key to building high performance teams and motivating healthcare workers to provide transformational practice. This reflects and is responsive to current government and national strategies to improve leadership potential within the healthcare sector and the recent Francis Report (2013) provides a useful forum for academic debate by exploring contemporary leadership policy, theory and research in order to fuse the theory-practice gap.

### **MSc Health Sciences (Allied Health)**

The route aims to enable allied health professionals from both health and local authority to analyse contemporary evidence based practice delivery within their own profession and speciality. It has been designed in response to the current increased demand for specialist allied health professional clinical reasoning and integrative working across health and social care.

### **Distinctive features of the programme**

The Master of Science (MSc) Health Sciences framework offers a flexible programme with generic and named routes to cater for the learning and personal/professional development needs of individuals from the UK, EU and internationally. It is distinctive in that it provides a balance of generality and specificity of content to cater for a wide range of student educational needs. It has global perspective and seeks to encourage inter-professional practice by being open to members of different health and healthcare professionals within an academic community.

The programme is taught by a highly experienced team of academic health professionals with a range of subject and research expertise, many of whom are engaged in national networks, external peer review and consultancy within the field of Health of Sciences.

The underpinning philosophy of the programme recognises that health and health care are human experiences which are mediated by individual, social and global contexts and that practitioners within this field need to develop reflexive, evidence and values based approaches to meet the health and health care needs of individuals, communities and wider society. *Core modules* within the programme therefore enable students to actively engage in the discourses surrounding the concepts of health and its representations (QAA, 2008) and to critically apply their understanding to their own field of health work or healthcare practice. *This ensures whatever route is taken through the programme all students successfully completing it will be thoroughly grounded in ethical and reflective practice, have a sound research knowledge base and be prepared as leaders.* This will appeal strongly to potential and current employers seeking to enhance the skill set of their teams to improve care or diversify elements of provision to meet the constantly changing demands of health policy and practice, locally, nationally and globally. Named routes which build on the core by route specific modules provide the *specificity* required by practitioners and employers to meet defined areas of healthcare need.

The MSc Health Sciences framework has also been developed with the interests of International Students in mind. The generic route and the named routes in Public Health

Practice and Healthcare Leadership allow individuals to study these subjects academically without being engaged in a concurrent UK practice environment and enable individuals to consider global challenges facing society both from a UK and their own healthcare context.

In summary, both generic and named routes on the programme are designed to enhance the employability of individuals through the in depth development of contemporary health knowledge and related transferable skills and in turn to better meet the health and healthcare needs of the populations they serve. For students on a relevant pathway and who meet the specific optional module entry requirements there is also the opportunity to achieve learning that meets professional requirements for independent or supplementary prescribing, mentorship or practice teaching.

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

### **Qualifications Levels within the framework.**

#### **Master of Science, Health Sciences: 180 credits at level 7**

For this award students must successfully complete 180 credits including a dissertation of 20,000 words (60 L7 credits) on a topic related to their named route or in a health/healthcare related area if undertaking the generic route.

#### **Postgraduate Diploma in Health Sciences: 120 credits at level 7**

This is awarded when a student has successfully completed 120 credits in the taught element but does not wish to progress to the dissertation stage. To be eligible for a named route the student must have studied and passed the compulsory route specific modules for the route in question.

#### **Postgraduate Certificate in Health Sciences: 60 credits at level 7**

This award is not intended to be the initial principal aim of the student. It is essentially a fall back exit qualification granted when the student for whatever reason is not eligible for a Postgraduate Diploma or MSc and can be gained after successful completion of 60 credits.

### **Generic and named routes**

#### **Generic routes:**

- MSc/PgDip Health Sciences
- Postgraduate Certificate In Health Sciences (Exit award)

#### **Named Routes:**

- MSc/PgDip Health Sciences (Palliative Care)
- MSc/PgDip Health Sciences (Healthcare Leadership)
- MSc/PGDip Health Sciences (Allied Health)

Whatever the chosen route through the framework **all** students must undertake 60 credits of core curriculum modules which are detailed below. These assist the students to develop key attributes of the motivated and aspirational practitioner such as reflective problem solving capabilities, facility with the evidence base and leadership qualities

Master of Health Sciences core curriculum modules							
Critically exploring professional practice				20credits at L7			
Research Methods				20 credits at L7			
Leadership and Professional Practice				20 credits at L7			
<p>Besides the core modules each named route has <b>route specific modules</b> which are compulsory for that route.</p> <p>Please see <b>Table1.</b> for an overview of all awards, routes and modules on the programme.</p> <p><b>Table 1. Structure of the programme showing award name, core, route specific and optional modules. Shaded areas indicate not required or not available.</b></p>							
Award Name	Core Module	Core Module	Core Module	Route specific module	Route specific module	Option Module	Dissertation
<b>PgCert Health Sciences</b>  <b>'Fall Back' Exit award</b>	Critically exploring professional practice (20)	Research methods (20)	Leadership & Professional Practice (20)				
<b>MSc Health Sciences (Generic)</b>	Critically exploring professional practice (20)	Research methods (20)	Leadership & Professional Practice (20)			3x20 credit modules or 1x40 credit module and 1 x 20 credit module See Table 2	60 credits: health or healthcare topic of choice
<b>MSc Health Sciences (Healthcare Leadership)</b>	Critically exploring professional practice (20)	Research methods (20)	Leadership & Professional Practice (20)	Leading through caring within organizations (20) <b>or</b> Transforming Health Service Delivery through effective leadership (20)		2 x20 credit modules or 1 x40 credit module  See Table 2	60 credits; topic aligned with named route
<b>MSc Health Sciences (Palliative Care)</b>	Critically exploring professional practice (20)	Research methods (20)	Leadership & Professional Practice (20)	Holistic care management in palliative care (40)		1x 20 credit module See Table 2	60 credits; topic aligned with named route
<b>MSc Health Sciences (Allied Health)</b>	Critically exploring professional practice (20)	Research methods (20)	Leadership & Professional Practice (20)	Assessment and Intervention in Allied Health (20)		2 x20 credit modules or 1 x40 credit module	60 credits: topic aligned with named route

**Table 2. Option modules by programme**

Route	Options available
<p>PgDip/MSc Health Sciences (Generic Route)</p> <p>60 option credits available.</p> <p><i>* It is <b>not</b> permissible to choose two modules which are route specific.</i></p>	<ul style="list-style-type: none"> <li>Chronic Disease Management (20)</li> <li>Health Promotion (20) <b>or</b> Principles of Public Health (20)*</li> <li>Learning &amp; Teaching in Practice (20)</li> <li>Mentorship in Practice (20)</li> <li>Independent/Supplementary Prescribing for Nurses (V300) at level 7 (40)</li> <li>Clinical Diagnostics (20)</li> <li>Negotiated Module (20)</li> <li>Leading through caring within organizations (20) <b>or</b> Transforming Health Service Delivery through effective leadership (20)*</li> <li>Clinical Pharmacology (20)</li> <li>Narratives: Theory and Methods (20)</li> </ul>
<p>PgDip/MSc Health Sciences (Palliative Care)</p> <p>20 option credits available</p>	<ul style="list-style-type: none"> <li>Chronic Disease Management (20)</li> <li>Health Promotion (20) <b>or</b> Principles of Public Health (20)*</li> <li>Learning &amp; Teaching in Practice (20)</li> <li>Mentorship in Practice (20)</li> <li>Clinical Diagnostics (20)</li> <li>Negotiated Module (20)</li> <li>Leading through caring within organizations (20) <b>or</b> Transforming Health Service Delivery through effective leadership (20)*</li> <li>Clinical Pharmacology (20)</li> <li>Narratives: Theory and Methods (20)</li> </ul>
<p>PgDip/MSc Health Sciences (Healthcare Leadership)</p> <p>40 option credits available.</p> <p><i>**It is permissible to choose both of these modules for this route</i></p>	<ul style="list-style-type: none"> <li>Chronic Disease Management (20)</li> <li>Health Promotion (20)</li> <li>Principles of Public Health (20)</li> <li>Learning &amp; Teaching in Practice (20)</li> <li>Clinical Diagnostics (20)</li> <li>Negotiated Module (20)</li> <li>Leading through caring within organizations (20)**</li> <li>Transforming Health Service Delivery through effective leadership (20)**</li> <li>Independent/Supplementary Prescribing for Nurses (V300) at level 7 (40)</li> <li>Clinical Pharmacology (20)</li> <li>Narratives: Theory and Methods (20)</li> </ul>
<p>MSc Health Sciences (Allied Health)</p> <p>40 option credits available</p>	<ul style="list-style-type: none"> <li>Negotiated module (20)</li> <li>Chronic Disease Management (20)</li> <li>Health Promotion (20) <b>or</b> Principles of Public Health (20)*</li> <li>Learning &amp; Teaching in Practice (20)</li> <li>Mentorship in Practice (20)</li> <li>Independent/Supplementary Prescribing for Nurses (V300) at level 7 (40)</li> <li>Clinical Diagnostics (20)</li> <li>Negotiated Module (20)</li> <li>Leading through caring within organizations (20) <b>or</b> Transforming Health Service Delivery through effective leadership (20)*</li> <li>Clinical Pharmacology (20)</li> <li>Narratives: Theory and Methods (20)</li> </ul>

## **Module and programme availability for International Students**

The necessity of accessing UK clinical practice areas in some modules unfortunately means that such modules are **not available for international students**. The modules concerned are:

- **Holistic care management in palliative care**
- **Chronic Disease Management**
- **Clinical Diagnostics**
- **Independent/Supplementary Prescribing for Nurses (V300) at Level 7**
- **Learning & Teaching in Practice**
- **Mentorship in Practice**
- **Clinical Pharmacology**

This means that MSc Health Sciences (Palliative Care) will **not** be available to International Students.

Additionally, whilst International students are able to access the MSc Health Sciences, MSc Health Sciences (Healthcare Leadership), **the above modules will not be available as options.**

### **Mode of attendance:**

#### **Full Time:**

- MSc/PgDip Health Sciences – generic i.e. no named route
- MSc/PgDip Health Sciences (Healthcare Leadership)

These routes are primarily intended for international students but are also available for home based students where appropriate. Full time students will attend university for two full days per week over one academic year of three trimesters.

#### **Part Time:**

- MSc/PgDip Health Sciences – generic i.e. no named route
- MSc/PgDip Health Sciences (Healthcare Leadership)
- MSc/PgDip Health Sciences (Palliative Care)
- MSc/PgDip Health Sciences (Allied Health)

Part time students will attend university for one day per week over the duration of the programme of study and are particularly suited for home based applicants currently working in health and healthcare practice.



**Sequencing of Modules and Assessment Schedule:****Full Time**

Trimester One	Trimester Two	Trimester Three
Research Methods 20 <b>C</b>	3 x 20 credit modules, or 1x 40 credit and 1x20 credit module ( <b>RS or O</b> depending on route)	
Leadership & Professional Practice 20 <b>C</b>		
Critically exploring professional practice 20 <b>C</b>		
Dissertation 60		

**Indicative Assessment Schedule (Full Time):**

Module	Assignment brief issued (Trimester teaching week)	Summative Assessment Submission (Trimester teaching week)
Research Methods	T1 week 1	T1 week 11
Leadership & professional practice	T1 week 1	Assignment T1 week 10 Presentation T1 week 11
Critically exploring professional practice in the context of health & society	T1 week 2	T2 week 5
Route specific or option module (1)	T2 week 1	T2 week 10
Route specific or option module (2)	T2 week 2	T2 week 11
Route specific or option module (3)	T2 week 2	T2 week 12
Dissertation	T1 week 4	T3 week 9

**Part Time Year One**

Trimester One	Trimester Two	Trimester Three
Research Methods 20 <b>C</b>	Leadership & professional practice 20 <b>C</b>	

Critically exploring professional practice 20 C		
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**Indicative Assessment Schedule (Part Time year 1):**

Module	Assignment brief issued (Trimester teaching week)	Summative Assessment Submission (Trimester teaching week)
Research Methods	T1 week 1	T1 week 11
Critically exploring professional practice in the context of health & society	T1 week 2	T2 week 8
Leadership & professional practice	T2 week 1	T2 week 10

**Part Time Year Two**

Trimester One	Trimester Two	Trimester Three
1x 20 credit module ( <b>RS</b> or <b>O</b> depending on route)	2 x 20 credit modules ( <b>RS</b> or <b>O</b> depending upon route) Or 1 x 40 credit module for palliative care	

**Indicative Assessment Schedule (Part time year 2):**

Module	Assignment brief issued (Trimester teaching week)	Summative Assessment Submission (Trimester teaching week)
Route specific or option module (1)	T1 week 1	T1 week 11
Route specific or option module (2)	T2 week1	T2 week 9
Route specific or option module (3)	T2 week 2	T2 week 11

**Part Time Year Three**

Trimester One	Trimester Two	Trimester Three
Dissertation 60		

**Indicative Assessment Schedule (Part Time year 3):**

Module	Assignment brief issued (Trimester teaching week)	Summative Assessment Submission (Trimester teaching week)
Dissertation	T1 week 1	T3 week 8

Key:

**C** = Core module

**RS** = Route specific module

**O** = Option module

**Programme Learning Outcomes****Intended Learning Outcomes****Postgraduate Certificate Health Sciences**

Students will demonstrate the ability to:

**A) Knowledge and Understanding**

- A1 Critically discuss the role of individual biological, social and cultural differences in affecting health status and how these will create differences in the experience of health and well-being with reference to the evidence base in these discussions.
- A2 Analyse the diverse determinants of health and well-being at a societal and policy level and identify contemporary issues in global healthcare.
- A3 Critically appraise theoretical and professional rationales concerning healthcare interventions together with their ethical context.
- A4 Demonstrate a critical understanding of the paradigms within health research and their application to healthcare practice.

**B) Intellectuals skills**

- B1 Critically assess theories and propose solutions to health and healthcare related issues and problems based upon research and scholarship.
- B2 Apply problem solving and decision making skills to identify, assess, plan, implement and evaluate options within the field of health and healthcare.

B3 Articulate appreciations of the uncertainty, ambiguity and limits of knowledge in the context of health sciences.

**(C) Subject Skills:**

C1 Synthesize coherent arguments to engage in debate about the essentially contested concept of 'health'.

C2 Reflect critically on the interface of individual experience of health and illness and the wider structural context in which 'health' is lived out and healthcare delivered.

C3 Critically explore (own and others) values and beliefs underpinning the nature of professional health care practice.

**(D) Practical, professional and employability skills:**

D1 Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work.

D2 Exercise a reflexive capacity by the recognition of 'self' and 'others' in considering issues in healthcare.

D3 Demonstrate independent learning ability required for continuing professional development.

**Postgraduate Diploma in Health Sciences**

In addition to meeting the learning outcomes of the Postgraduate Certificate indicated above (A1-4, B1-3, C1-4, D1-3) students will demonstrate the ability to:

**A) Knowledge and Understanding**

A5 Evidence critical awareness of contemporary professional issues and insight into the cultural, political and professional dimensions of leadership within health and social care organisations.

**B) Intellectuals skills**

B4 Deal with complex issues both systematically and creatively, make sound judgements, possibly with the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences.

**C) Subject Skills**

C4 Critically evaluate current trans- cultural theories of leadership and management and of change management.

**D) Practical, professional and employability skills:**

D4 Make decisions in complex and unpredictable situations.

**Named Routes**

In addition to meeting the learning outcome for the Postgraduate Certificate and Postgraduate Diploma in Health care Sciences (A1-5, B1-4, C1-4, D1-4) students who undertake a **named route** will demonstrate the ability to:

Within the **Postgraduate Diploma In Health Sciences (Palliative Care)**

**A) Knowledge and Understanding**

A10 Manage complex care situations both systematically and creatively and make sound judgements within the boundaries of their own discipline in the context of end of life care.

A11 Articulate a critical awareness and in-depth understanding of contemporary issues in end of life care.

Within the **Postgraduate Diploma In Health Sciences (Healthcare Leadership)**

**A) Knowledge and Understanding**

A12 Demonstrate critically applied knowledge and problem solving skills in the leadership and management of service improvement at the point of delivery of health care within an evidence and values based framework.

Within the **Postgraduate Diploma In Health Sciences (Allied Health)**

**A) Knowledge and Understanding**

A13 Demonstrate critically applied knowledge of assessment, intervention and evaluation for complex client needs, making sound judgements within the boundaries of their own discipline.

A14 Articulate a critical awareness and in-depth understanding of contemporary issues in own discipline within allied health.

**Master of Science In Health Sciences**

In addition to meeting the learning outcome for the Postgraduate Certificate and Postgraduate Diploma in Healthcare sciences {generic and named routes} (A1-14, B1-4, C1-4, D1-4) students who achieve the MSc Healthcare Sciences will demonstrate:

**A) Knowledge and Understanding**

A15 The ability to conduct a piece of independent research which provides critical insight and analysis of a relevant health or healthcare topic.

**B) Intellectual skills**

B5 Self direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks.

**CURRICULUM MATRIX: Demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules. Shaded areas indicate the programme learning outcomes for named routes within the framework.**

**MSc Health Care Science Core Modules Level 7**

<i>Module Title</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>A6 – A14 for specialist modules only</i>	<i>A15</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
<i>Critically exploring professional practice in the context of health &amp; society NHS743</i>	X	X	X		X			X						X	X		X	X	X	
<i>Research methods NHS744</i>				X				X		X			X				X		X	
<i>Leadership &amp; professional practice NHS745</i>					X			X	X		X					X	X	X	X	X
<i>Dissertation NHS703</i> <i>Core for MSc, generic and named routes</i>				X			X	X		X		X					X	X	X	

**MSc Health Care Sciences Route Specific & Option Modules Level 7**

Module Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
Chronic disease management RS and O NHS749	X		X	X		X										X	X	X	X				X		X	X	X	X
Holistic care management in palliative care RS and O NHS728	X		X	X			X			X						X	X	X	X				X		X	X	X	X
Principles of public health RSand O NHS756	X	X		X				X								X		X			X	X			X		X	
Health Promotion RS and O NHS755	X	X		X					X							X	X				X	X			X		X	X
Transforming health service delivery through effective leadership RS and O NHS754					X							X				X							X	X	X		X	
Leading through caring within organizations RS and O NHS753					X							X				X	X						X	X	X		X	
Clinical diagnostics O NHS758	X															X		X	X				X		X		X	
Learning & teaching in practice O NHS759																X	X						X		X	X	X	

Module Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
Mentorship in practice O NHS760																X	X								X	X	X	
Independent/ Supplement-ary prescribing for Nurses (V300 L7) O NHS775																X	X	X					X			X	X	X
Negotiated Module O NHS757																X	X	X							X	X	X	
Clinical Pharma-cology O NHS	X		X													X	X	X							X	X	X	
Narratives: Theory and Method O NURM 46				X												X	X	X							X	X	X	
Assessment and Intervention in Allied Health		X	X										X	X		X	X	X		X			X		X	X	X	



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

The MSc. Health Sciences framework will be delivered through a broad range of learning and teaching strategies. The delivery of the programmes and their assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy and in particular emphasises:

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, seminars, workshops, discussions, debates, group tutorials, case studies, problem-based learning, visiting speakers, role play and use of clinical and health simulations with in a framework of inter-professional education wherever possible. 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.

Additionally, the Moodle VLE will be used for developing interactive activities such as quizzes, 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.

### **Practice Based Learning**

Practice based learning forms a part of the learning and teaching strategy for the following option modules and only applies to home based students.

Mentorship in Practice

Learning and Teaching in Practice

Independent or Supplementary Prescribing.

These modules have defined practice learning hours which contributes to meeting the Professional, Statutory and Regulatory Body (PRSB) requirements. Practice learning on these modules normally takes place within the students own area of work, or in a designated area agreed with the employer. Employers provide confirmation prior to admission to these modules that students are supported to complete their Practice Learning requirements. Areas where students undertake practice learning are required to have a current educational audit which ensures that the practice area provides appropriate opportunities and resources for learning. Students are also required to have a designated practitioner/mentor to supervise their learning.

Students undertaking their dissertation will be allocated a named Dissertation Supervisor who will meet with the student individually. Group sessions addressing general issues will also be provided and students will also be encouraged to attend research department

seminars in areas that will benefit them. Student undertaking the MSc fulltime are allocated a Dissertation Supervisor in the first trimester and encouraged to begin preliminary work on their dissertation although it will not be submitted for assessment until towards the end of the first trimester.

### **Welsh Medium Provision**

Although the MSc framework is delivered in English student with Welsh as their first language may choose to submit assignments or take examinations through the medium of Welsh. The university also provides free extracurricular Welsh lessons for any interested students.

### **Assessment strategy used to enable outcomes to be achieved and demonstrated**

Students will be assessed on their achievement of the programme learning outcomes which, in turn, are achieved by meeting the learning outcomes of core, route specific and option modules. The assessment of the programme learning outcomes will therefore be achieved by assessment at the module level. Selection of the methods for assessment will be determined by the requirements of each individual module and the rationale for selection of those methods will be considered in the module specifications.

Assessments are chosen to examine a student's ability to integrate theory and practice, and to think critically in relation to theory, empirical research and practice. Subject specific, professional and transferable skills are developed within classroom-based and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment work for the module.

The modules Mentorship in Practice, Learning and Teaching in Practice and Independent or Supplementary Prescribing have practice / portfolio documentation which provides details of specific competencies to be assessed and achieved as part of the practice learning in those modules. Assessment is designed to meet PRSB requirements.

The dissertation module enables students to study and research into a specific topic in depth, and also develops further the capacities for self-managed learning and critical thinking.

### **Overview of module assessments through the framework**

<b>Modules</b>	<b>Assessment</b>	<b>Weighting</b>
Critically exploring professional practice in the context of health and society	Portfolio	100
Research Methods	Assignment	100
Leadership & Professional practice	Assignment, Presentation	80:20

Chronic Disease Management in Community Health	Case study	100
Health Promotion	Assignment, Student led seminar	60:40
Principles of Public Health	Presentation, Report	30:70
Holistic care management in palliative care	Reflective account	50:50
Leading through caring within organizations	Assignment, Reflective workbook	70:30
Transforming Health Service Delivery through effective leadership	Assignment, Presentation	80:20
Clinical Diagnostics	OSCE, Examination	Pass/Fail 100
Learning and Teaching in practice	Presentation, Portfolio	30:70
Mentorship in Practice	Portfolio	100
Independent/Supplementary Prescribing for Nurses (V300) at level 7	Reflective Log, Portfolio including OSCE, Clinical Management Plan, Unseen Examination x 2	Please refer to module specification.
Negotiated Module	Assignment	100
Narratives: Theory and Method	Essay	100

Clinical Pharmacology	Portfolio Examination	80:20
Assessment and Intervention in Allied Health	Essay	100
<b>Assessment regulations that apply to the programme</b>		
<p>Glyndŵr University Taught Masters regulations apply.</p> <p>With the exception of the modules requiring PRSB scrutiny (described in the Programme Proposal Checklist), there are no derogations although breaches of confidentiality by students will be penalised when applying marking criteria. Assignment guidelines will always remind students that the confidentiality of individuals and organisations must be maintained. There are no specified modules (other than the regulation Research Methods) which cannot be trailed before moving onto Part Two of the programme.</p>		
<b>Programme Management</b>		
<p>The Programme Team consists of the following:</p> <p>Chris O'Grady, MSc Healthcare Sciences Programme Leader and Route Leader for Generic</p> <p>Gary Stevenson Principal Lecturer, Route Leader for Community Health/Palliative Care</p> <p>Tracy Ross Senior Lecturer, and Route Leader for Healthcare Leadership</p> <p>Dr Nikki Lloyd Jones, Senior Lecturer</p> <p>Dr Debbie Roberts, Reader in Nursing</p> <p>Dr Joanne Pike, Senior Lecturer</p> <p>Eleri Mills, Senior Lecturer</p> <p>Helen Carey, Professional Lead in Occupational Therapy</p> <p>The Programme Leader as well as providing a strategic lead and support for staff, coordinates a number of key activities within the student's academic cycle in conjunction with the Route Leaders who have day to day operational responsibility for their route. This includes induction, the staff student consultative committee, monitoring attendance, organising assessments boards, liaison with external examiners and programme trouble shooting. They ensure that students receive all the documentation they require at the beginning of each trimester, and this includes information on timetables, assignment schedules and Moodle instructions. They also monitor student progress throughout the academic year, especially during and following assessment boards and communicate with personal tutors and module leaders as required.</p> <p>Each module has a Module Leader who is responsible for the planning and delivering of its content and facilitating the learning experience. The Module Leader provides students with</p>		

a module guide which details the module specification, a scheme of work, guided reading and assessment information. The Module Leader is also responsible for returning marked assignments with appropriate feedback within three weeks of the submission date and for ensuring completion of student evaluations of the module. Additionally they are responsible for recording the attendance or absence of students on their module and reporting in a timely fashion of any issues of concern to the relevant Route Leader and the Programme Leader.

Student representatives are elected for each programme. The Programme Team meet the student representatives at the Staff Student Consultative Committee (SSCC) at least once per trimester during the academic year in order to discuss any course related issues. Formal notes of the meeting with agreed action points are recorded and published on Moodle. The difficulty of part time students engaging with the SSCC because of work commitments has been acknowledged by the team and so opportunities for feedback will be provided virtually by the use of Moodle as well as face to face meetings.

The completion of the Annual Monitoring Report (AMR) is the overall responsibility of the Programme Leader; however all the programme team share collective responsibility for this report, providing required documents, contents and action plans.

### **Underpinning Research and Scholarly Activity**

All those involved in the development of this programme hold professional qualifications in healthcare, masters degrees and are Fellows of the Higher Education Academy. Many have additional specialist credentials and some of the team have doctoral qualifications. All have a proven track record of externality - as external examiners and external assessors, engagement in QAA and Nursing and Midwifery Council activities and other professional agencies.

Chris O'Grady (Programme Leader and Route Leader for Generic) has over thirty years' experience in nursing having worked in the acute sector, as a health visitor and specialist nurse for looked after children. Chris has completed her Ph.D. and has contributed to two nursing text books. She is currently a member of the All Wales Nursing and Midwifery Education Strategy Group and is a peer reviewer for the Community Practitioner Journal. She has previously been Programme Leader for the Pre-registration Nursing Programme.

Gary Stevenson (Route Leader for Community Health) has over thirty years of experience as a clinician and nurse educator holding professional registrations in Adult, Children's and District Nursing. He has worked overseas as a Nursing Lecturer at Nanyang Polytechnic Singapore delivering pre and post registration nurse education to Chinese, Indian, Malaysian and Singaporean students.. He has previously been Route Leader for the District Nursing Specialist Practice Award and led preregistration nursing as Principal Lecturer for many years with major input into the All Wales nurse education strategies. He held the post of Professional Adviser in Adult and Children's Nursing to the Welsh National Board for Nursing, Midwifery and Health Visiting (The then professional regulatory body for Wales) where he was involved in pre and post registration nurse education curriculum development and quality assurance within all the Welsh HEIs. His scholarly interests include the nature of human personhood, Christian theology, bioethics and the nature of harms in healthcare.

Tracy Ross (Route Leader Healthcare leadership), has established working relationships and strong links with clinical leaders and care providers in North Wales through her role as course leader for Transforming Healthcare, Clinical Leadership and Leadership and

Professional issues.. She is currently undertaking a Professional Doctorate which has a wide focus on leadership. As part of her professional development she has developed a new model of reflection, a model of human caring that is being used in practice and is undertaking research that explores patient and nurses perceptions of caring with a view to developing new tools that can enhance compassionate care for leaders and health care workers. She has also published in the topics of research methods, critical writing and human caring.

Dr Nikki Lloyd Jones joined the university as a senior practitioner (Theatre Nursing) and has taught on a wide variety of programme but most of her work is now focused in postgraduate provision where she currently leads the university wide Professional Doctorate programme. Nikki's research interests include healthcare ethics, narrative research methods and clinical decision making, the latter being the topic area of her Ph.D. thesis which is very close to completion.

Eleri Mills is an experienced Health Visitor and nurse educator and has worked in pre and post registration nurse education. She is a committee member of the Association of Nurse Prescribers UK (ANP) and has also been involved as an expert panel member and external examiner in a number of Approved Educational Institutions (AEI) NMP validations in England. As such she complements the programme in a significant way by bench marking the programme with best practice elsewhere in the UK. She is also a member representing the University on the local (BCUHB) NHS Trust Board for NMP implementation. In addition she is a Specialist Lecturer in the SCPHN programme and is a member of the UKSC for Health Visiting Education.

Dr Joanne Pike has been a nurse educator since 2003 following her initial appointment as a lecturer/practitioner for community hospitals. She teaches a wide variety of students and had a particular interest in Advanced Clinical Practice. Joanne has recently completed her Doctorate on spiritual issues in care, an area where she has now begun to publish, while her other research interests include District Nursing and clinical competency.

Dr Debbie Roberts is currently exploring the role of specialist nurses in rural nursing practice. Debbie is Reader in Nursing and is an experienced nurse lecturer with expertise in clinical learning and simulation, reflective practice, care of the dying, management and leadership in practice and change management. She has contributed to two nursing textbooks and has published in the fields of scholarship of teaching and research in nurse education. Debbie is a member of the Editorial Board of Nurse Education in Practice and is reviser for this journal also Nurse Education Today and Journal of Clinical Nursing.

The Research Centre for Health, Wellbeing & Society supports the research and evidence-based teaching activities of all academic staff in the Department of Health Sciences The centre builds on a key partnership between researchers within public health, education, nursing and social policy, the latter of which is represented by the Social Inclusion Research Unit which sits within the centre's remit. The centre brings together academic staff and research students with shared interests in some of the most fundamental challenges and opportunities in society today. The Professional and Vocational Education Research Unit also lies within the centre. The key themes

underpinning the centre's research are: health, wellbeing and society, risk behaviours and behaviour change, services evaluation across health, social care and criminal justice, life

course, health and society, professional and vocational education, Welsh culture and language.

### **Particular support for learning**

Programme team members are accommodated conveniently in B and C corridors of the university main building. This provides an easily identifiable area for students to access the necessary help and support they may require from staff. All students have access to the comfortable Postgraduate common room in A corridor.

Most of the modules on the programme are delivered in lecture theatres or tutorial rooms which have electronically equipped facilities. Although there are no IT laboratories dedicated to Health Sciences, the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Health Sciences students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

The Student Village provides safe accommodation for students and availability has recently improved with the construction of further accommodation blocks on campus. Students on the programme have access to the campus facilities which include the library, catering, Student Guild, sports centre and student advisory services.

The electronic resources available are an important part of the programme. A number of electronic books and journals are available for students as well as the lecture material which is available on Moodle. Students are encouraged to utilise all the resources and are expected to submit their assignments through the text matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

International students may face particular challenges resulting from cultural differences in the delivery of education and the use of English Language in an advanced programme. Staff will be alert to this and will assist in managing the transition from the student as passive recipient of knowledge to an active autonomous learner able to think critically, analyse and critically reflect on existing and new knowledge. To this end It is intended that within the early part of the module *Critically reflecting on professional practice in the context of health and society*, overseas students will have timetabled sessions where they can receive academic study skills and English language support to facilitate the aforementioned transition. This support will be provided by the Second Language Learning Centre.

All students will have a nominated 'personal tutor' to provide them with support of a general or pastoral nature whilst academic support will be given by the module team. Where a pastoral issue requires specialist input the person tutor will guide the student towards the university student support and welfare services. Students who wish to engage in personal tutorials through the medium of Welsh will be allocated a Welsh speaking personal tutor.

## **Equality and Diversity**

The Programme Team (PT) embrace an educational philosophy which views education as part of a process to bring self-fulfilment to the individual, and teaching staff strive to uphold this by treating their students with respect, valuing their life experience and contributions in the classroom. This is further reinforced by the PT making efforts to create a learning environment where students feel safe to ask questions and take part without fear of embarrassment and where relationship with staff are collegial and friendly. This approach naturally internalises a respect for equality and diversity which goes beyond mere compliance with the law. Any applicant meeting the entry requirements of the programme will be accepted without prejudice to age, gender, gender orientation, race or religion. Where health matters may impact on learning, reasonable adjustments will be made and every effort undertaken to assist the student to achieve their goal. Matters of character will not be of interest unless they would impact negatively on the student's learning, on that of others or on the reputation of the University. However it is important to note that NMC registrants on the programme are still bound to act in accordance with the NMC Code: Standards of conduct, performance and ethics for nurses and midwives.