PART TWO PROGRAMME SPECIFICATON

1	**Awarding body**	Glyndŵr University
2	**Teaching institution**	Glyndŵr University
3	**Award title**	BSc (Hons) Leadership and Healthcare Management/ Graduate Certificate Leadership and Healthcare Management
4	**Final awards available**	BSc (Hons) Leadership and Healthcare Management/ Graduate Certificate Leadership and Healthcare Management

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

none

Please list any PSRBs associated with the proposal

Nil

Accreditation available

nil

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

6	JACS3 **code**	B7
7	UCAS **code**	UCAS codes are available from Admissions.

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

The aims and outcomes of the programmes reflect the Framework for Higher Education Qualifications (QAA 2014) and Credit and Qualifications Framework for Wales (2015) making it comparable to similar programmes across the UK and specifically within Wales. In keeping with CQFW, students not receiving the Graduate Certificate award but merely accumulating credit at graduate level 6, will be allowed to carry a maximum of 30 credits forward towards a Masters degree if they wish to continue studying at a later date. Masters programmes within the Subject Area not presently allowing this will be revised to ensure students have this opportunity.

As the outcomes of all of the programmes being put forward are at L 6, Figure 1.1 shows how the these outcomes meet the FHEQ requirements.

Figure 1.1: Mapping of FHEQ Descriptors to Programme Outcomes

FHEQ (2008) Descriptors for L 6 study including honours degrees and graduate certificates/diplomas	Graduate Certificate Outcomes
Honours degrees and Graduate Certificates are awarded to students who have demonstrated:	*A - Knowledge and understanding* *B - Intellectual skills* *C - Subject and other skills* *D - Professional Skills and abilities and Employability Skills and abilities* *By the end of the programme students should be able to:*

A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline	**A1** Demonstrate coherent and detailed knowledge of the principles and the ethical and legal frameworks which underpin their clinical practice; **A2** Critically analyse those principles and theories from the biological, social and behavioural sciences underpinning care delivery applicable to their area of practice
An ability to deploy accurately established techniques of analysis and enquiry within a discipline.	**A3** Evaluate a range of techniques of analysis and enquiry within their discipline; **B3** Describe and comment upon particular aspects of current research, or equivalent scholarship, in healthcare;
Conceptual understanding that enables the student: • to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of	**B2** Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of a discipline;

which are at the forefront of a discipline.	**C3** Competently assess, plan, implement and evaluate interventions for individuals based on a systematically acquired knowledge of practice some of which is at the forefront of their area of professional practice.
• to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.	
• An appreciation of the uncertainty, ambiguity and limits of knowledge. The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline.	**B4** Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge; **B5** Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources.

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

The programmes comply with relevant sections of the QAA Code of Practice.

10	**Mode of study**	Part time

11	**Language of study**	English

Office use only

Approved 7th September 2016

12 Criteria for admission to the programme

Standard entry criteria	
UK entry qualifications	Applicants for undergraduate bachelor degrees require 240+ UCAS tariff pointsApplicants for undergraduate bachelor degrees require 240+ UCAS tariff points
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 two categories. Those who are graduates have already achieved graduate level outcomes in their academic study. They are now studying to expand their knowledge base and skills in clinical practice, hence, extension rather than progression is the key intent of both programmes. Those who have previously studied only to Diploma level must both progress their intellectual skills and their practice knowledge. The outcomes for all programmes, however, are at the same level, L6 and are, therefore, almost identical, except for focus, which is in a particular area of practice or management and the fact that achievement of the Graduate Certificate prepares the practitioner more fully to embark on Master level by enabling them to mature in their thinking.

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

To be accepted onto this programme candidates must:

i. Hold a Diploma in Higher Education in nursing or midwifery or 120 specific credits at L 4 and 120 specific credits at L 5.

ii. 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.

iii. For entry to Graduate Certificate in Leadership and Healthcare Management candidates must have achieved 120 credits at level 6 in either nursing or a health related area.

Non-standard entry criteria

(e.g. industry experience)

For applicants whose native language is not English or Welsh they need to demonstrate English language proficiency.

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5
- 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.

13 Recognition of Prior (Experiential) Learning

The University does not in normal circumstances allow any RP(E)L within the final year of an award.

Programme specific requirements

Admission procedures involve a 'guidance' meeting in which the student is advised of options available to them. Applications must be approved by the University and the Head of Nurse Education at the Local University Health Board.

14 Aims of the programme

The programme aims in general terms to enable students to:

- Develop a systematic knowledge and critical understanding of concepts of 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.

- 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 NHS management.

- Comprehensively discuss and provide critical comments on research evidence and scholarship underpinning aspects of modern healthcare management.

15 Distinctive features of the programme

The BSc (Hons) in Leadership and Healthcare Management and the Graduate Certificate in Leadership and Healthcare Management offer professional NHS leadership and management skills and knowledge to aspiring leaders. It is distinctive in that it provides senior healthcare professionals with practical work-based leadership and management 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 healthcare field.

The programmes are taught by a highly experienced team of academic health and leadership 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 Healthcare Leadership and Sciences.

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). The Local University Health Board and Glyndŵr University have already been working in partnership for 8 years as part of a commissioned contract which expired in 2013 and these programmes are a continuation of this previous arrangement.

The underpinning philosophy of the programme recognises that healthcare leadership and healthcare management are acquired human skills which are mediated by individual, socio-political and global contexts and that practitioners within this field need to develop reflexive, evidence and values based approaches to meet the management challenges and demands of contemporary and future healthcare. In

order to provide this comprehensive rounding of management skills all modules within the programme are core and students are able to access one optional module.

This programme will appeal strongly to potential and current employers who are seeking to enhance the skill set of their healthcare managers to improve care standards; or indeed diversify elements of provision to meet the constantly changing demands of health policy and practice, locally, nationally and globally. In addition these programmes will provide a comprehensive and flexible opportunity for students seeking to follow or develop their careers within a health management role. The programme is aimed solely at Registered Nurses employed and Allied healthcare professionals employed within England and Wales. It is to be delivered on a part time modular basis.

16 Programme structure narrative

BSc (Hons) Leadership and Healthcare Management:

120 credits at level 6

For this award students must successfully complete 120 credits: 1x 40 credit module and 2x 20 credit modules and a 40 credit dissertation element of 8,000 words on a topic related to their area of practice in healthcare management. Students who have completed the 20 credit clinical leadership module prior to 2016 can transfer this module into the programme as part of their core module but will have to complete 20 credits of negotiated learning in clinical leadership to meet the required 40 credits of learning. There is a five year limit to this opportunity.

Graduate Certificate in Leadership and Healthcare Management:

60 credits at level 6

This is awarded when a student who already has a Degree successfully competes 60 credits in the taught modules.

Figure 2.1: Modules

BSc (Hons) Leadership and Healthcare Management and Graduate Certificate Modules	
Enhancing Quality through Transforming Healthcare	20 credits at L6 core
Clinical Leadership	40 credits at L6 core
Clinical Leadership	20 credits at L6 option
Process of Enquiry	20 credits at L6 option
Leading through caring	20 credits at L6 option
Negotiated module x1	20 credits at L6 option
Leadership and Professional issues	20 credits at L6 option
Leadership and Healthcare Management Project (Dissertation)	40 credits at L6 core

The Graduate Certificate in Leadership and Healthcare Management: Core curriculum modules: Figure 2.2: Modules for Certificate

Enhancing Quality through Transforming Healthcare	20 credits at L6

Clinical Leadership	40 credits at L6

Duration

The Programme can be completed in two or three years on a part-time basis but must be achieved within a six year registration period in total.

Modes of study

All of the modules will be delivered on a modular basis at Glyndŵr University, Plas Coch campus and Glyndŵr Optic Centre, each module is delivered on a semester basis. A key strategy used is case-based learning. This approach engages students in discussion of specific and 'typical' clinical situations and promotes interaction between the participants, especially those of different professional backgrounds. Case-based learning focuses on the building of knowledge and analysis of situations and by involving students in striving to resolve questions that have no single right answer enables achievement of the programme outcome relating to the appreciation of the uncertainty, ambiguity and limits of knowledge.

17 Programme structure diagram

Level 6 Year 1

Semester1	Mod title	Clinical Leadership
	Mod code	NHS696
	New/Exist	New
	Credit value	40
	Core/Opt	Core
	Mod leader	Tracy Ross
Semester 2	Mod title	Enhancing Quality through Transforming Healthcare
	Mod code	NHS695
	New/Exist	New
	Credit value	20
	Core/Opt	Core
	Mod leader	Edna Astbury-Ward

Level 6 Year 2

Semester 1	Mod title	Process of Enquiry	Mod title	Negotiated module
	Mod code	NHS601	Mod code	NHS655
	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Option	Core/Opt	Option
	Mod leader	Tracy Ross	Mod leader	Gary Stevenson
Semester 2	Mod title	Leading through Caring in Organisations	Mod title	Negotiated module
	Mod code	NHS698	Mod code	NHS655
	New/Exist	New	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Option	Core/Opt	Option
	Mod leader	Tracy Ross	Mod leader	Gary Stevenson

Level 6 Year 3

Semesters 1 and 2	Mod title	Leadership and Healthcare Management Project	
	Mod code	NHS697	
	New/Exist	New	
	Credit value	40	
	Core/Opt	Core	
	Mod leader	Joanne Pike	

Graduate Certificate

Semester 1	Mod title	Clinical Leadership
	Mod code	NHS696
	New/Exist	New
	Credit value	40
	Core/Opt	Core
	Mod leader	Tracy Ross
Semester 2	Mod title	Enhancing Quality through Transforming Healthcare
	Mod code	NHS695
	New/Exist	New
	Credit value	20
	Core/Opt	Core

	Mod leader	Edna Astbury-Ward

18 Intended Learning Outcomes of the programme

BSc (Hons) Leadership and Healthcare Management

Knowledge and Understanding

	Level 6 Honours Degree
A1	Demonstrate coherent and detailed knowledge of the principles and the ethical and legal frameworks which underpin leadership and management practice in a healthcare context.
A2	Critically analyse those principles and theories from the social and behavioural sciences underpinning the leadership and management of care delivery in their area of practice.
A3	Evaluate a range of techniques of analysis and enquiry of leadership and management practice within their discipline.

Intellectual skills

	Level 6 Honours Degree
B1	Critically evaluate arguments, assumptions, concepts and data to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem
B2	Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of leadership and management within the healthcare context where they are working.
B3	Describe and comment upon particular aspects of current research, or equivalent scholarship, in healthcare leadership and management.
B4	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge.

Subject Skills

	Level 6 Honours Degree
C1	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding.
C2	Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.
C3	Competently assess, plan, implement and evaluate interventions for individuals based on systematically acquired knowledge of practice in a healthcare context some of which is at the forefront of their area of leadership and management practice.

Subject Skills

	Level 6 Honours Degree
D1	Exercise initiative and personal responsibility
D2	Make decisions autonomously in complex and unpredictable contexts;
D3	Demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

D4	Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied.

Graduate Certificate

Knowledge and Understanding

A1	Demonstrate coherent and detailed knowledge of the principles and the ethical and legal frameworks which underpin leadership and management practice in a healthcare context;
A2	Evaluate a range of techniques of analysis and enquiry of leadership and management practice within their discipline.

Intellectual skills

B1	Critically evaluate arguments, assumptions, concepts and data to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem;
B2	Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of leadership and management within the healthcare context where they are working.

Subject Skills

C1	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding.
C2	Competently assess, plan, implement and evaluate interventions for individuals based on systematically acquired knowledge of practice in a healthcare context some of which is at the forefront of their area of leadership and management practice.

Subject Skills

D1	Make decisions autonomously in complex and unpredictable contexts.
D2	Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied.
D3	Demonstrate competency in word processing and the presentation of data.

19 Curriculum matrix

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

BSc (Hons) Leadership and Healthcare Management

	Module Title		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 6	*Clinical Leadership40 credits*	Core	■	■	■	■	■	□	□	■	■	■	■	■	■	■	■	□
	Clinical Leadership 20 credits	Option	□	■	■	■	□	□	■	■	■	□	□	□	□	□	□	□

Module	Type																
Leadership and Healthcare Management Project	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■
Process of Enquiry	Option	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Leading through caring	Option	■	■	■	■	■	■	■	■	■	■	□	□	□	□	□	□
Enhancing Quality through transforming healthcare	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Leadership and Professional issues	Option	■	■	■	■	■	■	■	■	■	■	□	□	□	□	□	□
Negotiated Modules 1 and 2	Option	■	□	■	■	■	■	■	■	■	□	□	□	□	□	□	□

Graduate Certificate

Module Title		A1	A2	B1	B2	C1	C2	D1	D2	D3
Clinical Leadership 40 credits	*Core*	■	■	■	☐	■	■	■	■	■
Enhancing Quality through transforming healthcare	*Core*	■	■	■	■	■	■	■	■	■

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 its 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.

Additionally, the Moodle 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 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 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

As part of the assessment for the Clinical Leadership modules 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. The competencies will be signed off as achieved by their clinical managers. Part of the competencies involve some shadowing of leaders 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. A distinctive aspect of this course involves students shadowing each other in order to carry out observations of care in order to improve clinical practice.

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 takes place, generally, following completion of teaching although, where there is more than one assessment task, assessments may be interspersed at appropriate points. **Some students who have undertaken Clinical Leadership 20 credits and Transforming Healthcare 20 credits can transfer these modules into this programme. The title of Transforming Healthcare has changed to Enhancing Quality through Transforming Care but the content is transferable.**

Generally informal formative assessment is built into modules in that 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. Practice is assessed in the Clinical Leadership module where students must provide a portfolio of evidence that module and programme.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
NHS601 Process of Enquiry	Assignment 100%	3,000 words	Semester one
NHS602 Leadership & Professional issues	Assignment 80% Presentation 20%	3,000 words 20 minutes	Semester two

NHS696 Clinical Leadership 40 credits	Portfolio 80% Presentation 20%	5,000 words 30 minutes	Semester two
NHS698 Leading through caring in organisations	Case study 100%	3,000 words	Semester three
NHS695 Enhancing quality through transforming care	Case study 80% Presentation 20%	3,000 words 15 minutes	Semester one
NHS655 Negotiated module	Negotiated according to the learning contract i.e. it could comprise of assignment, presentation, case study, poster, group project, literature review.	3,000 words or equivalent.	Semester one and semester two.
NHS697 Leadership and Healthcare Management Project	Project 100%	8,000 words	Semester one and two in 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. 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

Nil

Non-credit bearing assessment

There is no non- credit bearing assessment.

Borderline classifications (for undergraduate programmes only)

The students undertaking the BSc (Hons) Complete a 40 credit project which forms their dissertation element, in borderline cases this will be the denominator for the classification.

Restrictions for trailing modules (for taught masters programmes only)

25 Programme Management

Programme leader

The Programme Leader, in this instance, is responsible overall for all aspects of the operation and administration of several programmes. She has 10 years of experience teaching in leadership and research. 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 student's Managers will also observe competencies for the portfolio. Currently the Programme Leader, who is based at the main Plas Coch site, spends the equivalent of a day a week at Ysbyty Glan Clwyd meeting with students and overseeing programme delivery and has formed strong relationships with key members of the Local Health Board.

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 workplace 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 School 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 Standards and Quality Committee 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. 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 organizes 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 organizations. Student input is deemed very valuable and feedback from student SPOM forms and Student staff Consultative Committees is included. The programme leader responds to any relevant comments in a report.

The student voice is considered valuable and Staff-Student Consultative Committees 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.

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
Tracy Ross, Senior Lecturer Nursing	Programme Leader/Module Leader
Dr Edna Astbury- Ward	Senior Lecturer/Module Leader
Gary Stevenson	Principle Lecturer/Module Leader

Victoria Graham	Senior Lecturer
Dr Joanne Pike	Senior Lecturer
Vicky Morris	Director for Quality, Betsi Cadwaladr University Health Board, Curriculum Advisor.
Diane Read	Corporate Lead for Transforming Healthcare and Quality, BCU, Sessional Lecturer
Rachael Robbins	Corporate Nurse for Transforming care and Quality, BCU, sessional lecturer
Suzi Wilson	Corporate Nurse for Transforming care and Quality, BCU, sessional lecturer.

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.

Quality management

As previously stated the BSc (Hons) Leadership and Healthcare Management and the Graduate Certificate Leadership and Healthcare Management 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 marking the student presentations and the external examiner is invited to attend the presentations. The use of Turnitin is used to assess for plagiarism.

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 (SPOM) and a written report is made to the Programme Leader by the module leader. The feedback from the students in 2015/16 has been extremely positive in relation to both theory and practice.

Student representation is also available through the post registration programme boards and the Staff Student Consultative Committee (SSCC). Minutes of SSCC 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 School 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, research from Gary Stevenson into ethics in healthcare, research from Tracy Ross into caring within healthcare and publications in research methods, Dr Edna Astbury-Ward has many internationally recognised publications in counselling and sexual health. Diane Read has carried out research for the Local Health Board into

leadership in healthcare. 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 gradual increasing use of technology assisted teaching within the subject area and it will be important to continue to develop the blended online learning environment further in the programmes to enable a rich but more flexible

approach to teaching and learning. 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.