

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	No
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	None
<b>What type of accreditation does this programme lead to?</b>	N/A
<b>Is accreditation in some way dependent on choices made by students?</b>	No
<b>Final award/s available</b>  e.g. BSc/DipHe/CertHE	<p>BSc (Hons) Health, Wellbeing and Community .....</p> <p>BSc (Ordinary) Health, Wellbeing and Community .....</p> <p>Diploma of Higher Education in Health, Wellbeing and Community .....</p> <p>Certificate of Higher Education in Health, Well being and Community</p>
<b>Award title</b>	BSc (Hons) Health, Wellbeing and Community
<b>JACS 3 code</b>	
<b>UCAS code</b> (available from Admissions)	L510
<b>Relevant QAA subject benchmark statement/s</b>	Health Studies
<b>Other external and internal reference points used to inform the programme outcomes</b>	<p>Credit and Qualifications Framework for Wales</p> <p>Glyndŵr University's Academic Regulations – Undergraduate programmes</p> <p>Glyndŵr University's Learning, Teaching and assessment Strategy</p>

	<p>Glyndŵr University's Assessment for Learning: Guiding principles for good practice</p> <p>Public Health Resource Unit / Skills for Health (2009) <i>Public Health Skills and Career Framework</i> Department of Health</p> <p>QAA Framework for higher education qualifications in England, Wales and Northern Ireland</p> <p>QAA Code of practice for the assurance of academic quality and standards in higher education</p> <p>Glyndŵr University's Academic Quality Handbook</p>
<b>Mode/s of study</b> (p/t, f/t, distance learning)	<p>Full Time – 3 years</p> <p>Part Time – 6 years.</p>
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	<p>August 2013</p> <p>Updated January 2015</p>
<b>Criteria for admission to the programme</b>	
<p>Entry to the programme will be in accordance with Glyndŵr University Admissions policy and will meet Glyndŵr University standard entry criteria for a Bachelor's Degree programme.</p> <p>The admissions criteria are</p> <ul style="list-style-type: none"> <li>• 220 - 240 UCAS points or equivalent. A variety of qualifications are considered for entry onto this course, including NVQ (Level 3), BTEC, and Access to HE Diploma.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• GCSE English or Welsh and Mathematics at Level C or minimum Level 2 in Literacy and Numeracy</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Successful completion of a cognisant HE Level 3 Foundation Programme</li> </ul> <p>Applicants who present a mixed profile of learning and development through qualifications and the experience of working in health or social care, but who do not hold the above formal entry requirements will be considered on an individual basis. The admission process may include an admissions essay and/or a numeracy test depending on the individual application</p> <ul style="list-style-type: none"> <li>• Applicants from EU member states should meet Glyndŵr University general entry requirements for students from European Union countries</li> </ul>	

- International applicants should hold qualifications recognised by Glyndŵr University as equivalent to the above and present an IELTS score of 6.0 (with no sub-part less than 5.5): this should have been achieved within the two years prior to application.

All candidates will participate in an interview with a designated member of the Programme team as part of the admissions process. Interviews may take place on a Glyndŵr University campus or through telephone, video conferencing or Skype as individual circumstances dictate.

### **Recognition of prior learning (RP(E)L) arrangements**

Applications from those wishing to enter the programme with prior learning and/or experience, at points other than the beginning will be considered on an individual basis in line with Glyndŵr University's RP(E)L procedures.

### **Aims of the programme**

The overall intention of this programme is to develop graduate knowledge, skills, attitudes and values in the study of health, health promotion and improvement of wellbeing at individual, community and population level. It also aims to enable students to focus their professional and career development through optional and negotiated professional learning modules in order to provide graduates with the attributes necessary to work in a variety of roles in health or integrated health and social settings and/or to progress to further specialist health study or research.

The aims of the programme are therefore to:

1. Develop graduate understanding of the contested nature of health and wellbeing and the ability to analyse health and evaluate health issues that effect the wellbeing of individuals, communities and populations;
2. Enable students ability to draw upon relevant physiological, sociological and psychological theories, policies, health data and the experiences of individuals in analysing and evaluating health strategies and interventions;
3. Enable a critical application of these theories to the health and development of individuals and groups across the lifespan;
4. Facilitate students understanding of disease causation and the improvement of wellbeing for those with long term and continuing illness/disease;
5. Enable students to utilise a range of health promotion and public health strategies and evaluate whether interventions are effective in enhancing the wellbeing of individuals and communities;
6. Develop graduates ability to respond dynamically and creatively to changing health care policy demands and the health needs of individuals, local communities and organisations;
7. Enable graduates to work effectively across disciplinary groups for improved healthcare through developing team working and leadership attributes;

8. Develop a critical understanding of legal, moral and ethical responsibility and accountability when working with vulnerable people;
9. Enable student to critique the use of methodology and the efficacy of findings in informing an evidence base for decision making and intervention;
10. Support the development of critical self awareness, good communication skills and caring and compassionate values in health care;
11. Develop students understanding, utilisation and critique of research methods and techniques to generate health knowledge;
12. Enable students to develop the ten key graduate attributes and skills for employability as articulated by the 'Glyndŵr Graduate' and to undertake flexible and learning that enhances future career aspirations.

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

The programme is designed to help students to develop the knowledge, attitudes, attributes and skills needed by health/public health providers. These include

- i. developing a philosophy of professional and ethical health care which embeds the core values and communication skills necessary for employment in the health sector;
- ii. developing undergraduate capability in public health, health promotion and improvement at individual, community or population level;
- iii. developing the innovation, social enterprise and quality improvement capabilities necessary for working in both statutory and voluntary health sectors;
- iv. building leadership, quality improvement and team working skills for health care settings;
- v. modules at level 5 and 6 which enable negotiated career focused learning to either enhance graduate employment opportunities or to enhance the possible advancement to postgraduate / healthcare professions education. These modules allow students to integrate any learning and attributes gained from extra curricular experience such as voluntary /work activities or cultural exchange;
- vi. providing an option at level 5 for care workers/future care workers to develop underpinning knowledge of fundamental care skills;
- vii. providing an option at level 5 for those wishing to work in public health or wider health settings to develop their ability to work with groups and teams;
- viii. developing research capabilities to allow progression into higher level postgraduate study and/or research.

The programme is designed to be taken either full time over three years or part time over six years. It is taught by a team of highly experienced health and nursing lecturers / practitioners and researchers with good links to local health employers. Staff in the Department work with Betsi Cadwaladr University and Powys Health Boards in the development of the health care workforce, with senior representation on workforce and strategic committees, and also have links with Public Health, Wales. The programme development was therefore discussed with current health and public health professionals and is responsive to a broad range of careers and needs within the sector. The programme has been developed with regard to the Sector Skills Council for Health Public Health Skills and Career Framework (Skills for Health 2008) which is designed to inform health promotion, public health and wider health roles across a range of health settings.

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

### **PROGRAMME STRUCTURE**

#### **Full time**

The programme has a modular structure and is designed to be delivered full time over a minimum of three years and a maximum of five years. Students are normally expected to take 120 credits in each academic year.

Normal programme attendance is approximately 12 hours a week over two ten week teaching periods. Additional directed learning activity through Moodle Virtual Learning Environment (VLE) will also be undertaken as part of independent learning time.

#### **Part time**

The programme has a modular structure and is designed to be delivered part time over a normal period of six years and a maximum of eight years. Students are normally expected to take 60 credits in each academic year.

Normal programme attendance will average between 4- 8 hours per week over two ten week teaching periods. Attendance hours per trimester are dependent on the number of credits being taken in a trimester and will be 8hrs per week if two 20 credit modules are taken and 4hrs per week if one module is taken. Additional directed learning activity through Moodle Virtual Learning Environment (VLE) will also be undertaken as part of independent learning time.

#### **Core and Option Modules**

The curriculum has been designed under broad themes that are developed through the three levels of the curriculum.

- public health : starting with the broad principles of public health and e
- communication and values in health
- healthcare and health care organisation
- evidence and research for health
- personal and professional development (developing the Glyndŵr Graduate)

Table 1 illustrates the development of themes through the modules in the curriculum. At the same the integration of learning across the modules culminates in the focus on personal and professional development, employment and Graduate skills for health related careers.

All modules are core except where indicated as optional.

**TABLE 1 : Curriculum themes**

Theme	Level 4 modules	Level 5 modules	Level 6 modules
Community and public health  ↓	Public Health: Principles and Methods	Working with Groups in Health and Wellbeing (option)  Community Engagement, Empowerment and Advocacy for Health and Wellbeing	Improvement and Enterprise for Health, Wellbeing and Community
Communication, ethics and values in health  ↓	Communicating & Interacting in Health & Social Care	Equality and Diversity	Legal and Ethical Practice in Healthcare
Health, wellbeing and healthcare organisations  ↓	Perspectives on Health and Wellbeing  Normal Physiology in Health and Wellbeing	Exploring Fundamental Care Skills (option)  Supporting Wellbeing in Long term and Vulnerable Conditions	Person Centred Organisations for Healthcare
Evidence and research for health  ↓	Studying Health, Wellbeing and Community	Research Foundations in Health and Social Care	Health and Wellbeing Project

Developing Glyndŵr Graduate	Personal & Professional Development in Health, Wellbeing and Community	Learning for Work in Health, Wellbeing and Community	Preparing for employment in health, wellbeing and community
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#### Level 4

All modules at Level 4 are core. The level 4 modules have been designed to provide the foundation knowledge of health. Students will gain exposure to the contested nature of health and develop underpinning understanding gained from the study of normal physiology and psycho social theories and perspectives. Students are introduced to the overall principles and methods of public health, including an introduction to epidemiology and health needs assessment within communities. Communication and compassionate values within health are introduced, together with essential research, study and professional development skills.

#### Level 5

With the exception of a 20 credit option module at Level 5 all modules are core. Level 5 introduces students to greater complexity in health understandings, including the need to improve wellbeing for individuals and groups who are living with long term physical and/or mental health conditions. This learning is underpinned by a deepening understanding of the need to work within a framework of equality and diversity and an ability to analyse the evidence base necessary to support healthcare work. Public health skills are further developed by considering the way in which engagement, empowerment and advocacy can help to develop health and wellbeing agendas at policy and community levels.

The option module at level 5 has been included to allow students some flexibility to develop their career focus further. This is achieved by either undertaking the module *Exploring Fundamental Care Skills* or the module *Working with Groups in Health and Wellbeing*. The first module allows students who are starting to consider a career supporting individual level care for health service users to gain an initial exposure to care skills and promotes critical analysis of the evidence base underpinning these. The second option module is ideal for students whose career aspirations involve, for example, working in health promotion, public health, or social care at a group or community level, or in administrative roles where coordination of teams are critical to effective functioning.

#### Level 6

Modules at Level 6 are all core and are informed by the typical benchmark standards for a health studies graduate. Modules enable students to demonstrate through the production of a project, the ability to draw upon and evaluate a comprehensive knowledge and evidence base and critical debate drawn from differing theoretical perspectives. In addition, level 6 modules consider the organisation of health institutions, leadership, change and entrepreneurial /quality improvement which is informed by contemporary issues in health care. The Law and Ethics module enables students to develop their critical understanding and evaluation of the ethical decision making that informs accountability. Within the professional development module students will focus on the preparation for employment, focusing on the development of graduate attributes in the context of public health, roles in

health provision and career aspiration. Students will be able to communicate effectively in writing and speech, formulating effective arguments, and to articulate their skills confidently to a healthcare employer or in application for further study. Consideration of the attributes and skills of the Glyndŵr Graduate are embedded within this module.

### Entry points

One entry point will be available annually (September) and study will be undertaken in the first two trimesters of each academic year of the programme. Any module assessment needing retrieval will be submitted at the end of trimester three.

Students who can demonstrate equivalent accredited learning or experiential learning through Glyndŵr University Recognition of Prior Learning (RPL) or Recognition of Experiential Learning (RPEL) may enter the programme at the beginning of Level 5 or Level 6.

### Exit points

The programme has been designed to allow students to exit intermediately at levels 4 and 5. Intermediate awards are achieved as follows:

*Certificate of Higher Education in Health, Wellbeing and Community* following successful completion of 120 credits at Level 4.

*Diploma of Higher Education in Health, Wellbeing and Community* following successful completion of Level 4 and 120 credits at Level 5 in the core modules plus 20 credits from either of the following optional modules as follows

- Working with Groups in Health and Wellbeing
- Exploring Fundamental Care Skills

*BSc (Ordinary): Health, Wellbeing and Community* following successful completion of:

- Level 4, and
- the core modules plus relevant optional module at 5, and
- any additional 60 credits at level 6 (total 300 credits)

## PROGRAMME STRUCTURE

Level 4	Level 5	Level 6
Studying Health, Wellbeing and Community	Research Foundations in Health and Social Care	Health and Wellbeing Project
20 credits Core ML: P. Murphy	20 credits Core ML: G. Truscott	40 credits Core ML: M.Bellis



Perspectives on Health and Wellbeing 20 credits Core ML:C.O'Grady	Working with Groups in Health and Wellbeing 20 credits Option  ML: M.Lloyd	
	Exploring Fundamental Care Skills  20 credits Option ML: L.Picking	
Communicating & Interacting in Health & Social Care 20 credits Core ML: B. Evans	Equality and Diversity  20 credits Core ML: A. Lester-Owen	Legal and Ethical Practice in Healthcare  20 credits Core ML: N. Lloyd-Jones
Public Health: Principles and Methods  20 credits Core ML: S.Jowett	Community Engagement, Empowerment and Advocacy for Health and Wellbeing 20 credits Core ML: J.Mason	Improvement and Enterprise for Health, Wellbeing and Community  20credits Core ML: A.Williams
Normal Physiology in Health and Wellbeing  20 credits Core ML:C. Hewins	Supporting Wellbeing in Long term and Vulnerable Conditions 20 credits Core ML: Dr. J.Pike	Person Centred Organisations for Healthcare 20 credits Core ML:T. Ross
Personal & Professional Development in Health, Wellbeing and Community  20 credits Core ML: P. Hibberd	Learning for Work in Health, Wellbeing and Community  20 credits Core ML: T.Ross	Preparing for employment in health, wellbeing and community  20 credits Core ML: P.Hibberd

**PROGRAMME DELIVERY SCHEDULE****FULL TIME ROUTE – THREE YEARS****Level 4**

<b>Trimester 1</b>	Studying Health, Wellbeing and Community  20 credits Core	Perspectives on Health and Wellbeing 20 credits Core	Communicating & Interacting in Health & Social Care  20 credits Core	Personal & Professional Development in Health, Wellbeing and Community          20 credits Core
<b>Trimester 2</b>	Public Health: Principles and Methods  20 credits Core	Normal Physiology in Health and Wellbeing  20 credits Core		

**Level 5**

<b>Trimester 1</b>	Equality and Diversity  20 credits Core	Supporting Wellbeing in Long term and Vulnerable Conditions  20 credits Core	Exploring Fundamental Care Skills 20 credits Option ML:  or  Working with Groups in Health and Wellbeing  20 credits Option	Learning for Work in health, wellbeing and community          20 credits Core
<b>Trimester 2</b>	Community Engagement, Empowerment and Advocacy for Health and Wellbeing  20 credits Core	Research Foundations in Health and Social Care  20 credits Core		

**Level 6**

<b>Trimester 1</b>	Person centred organisations for healthcare  20 credits Core	Legal and ethical practice in healthcare  20 credits Core	Preparing for employment in health, wellbeing and community  20 credits Core	Health and Wellbeing Project  40 credits Core
<b>Trimester 2</b>	Improvement and enterprise for health, wellbeing and community  20 credits Core			

**PROGRAMME DELIVERY SCHEDULE****PART TIME ROUTE – 6 YEARS****Level 4 – Year 1**

<b>Trimester 1</b>	Studying Health, Wellbeing and Community  20 credits Core			Personal & Professional Development in Health, Wellbeing and Community  20 credits Core
<b>Trimester 2</b>	Public Health: Principles and Methods  20 credits Core			

#### Level 4 – Year 2

<b>Trimester 1</b>		Perspectives on Health and Wellbeing  20 credits Core	Communicating & Interacting in Health & Social Care  20 credits Core	
<b>Trimester 2</b>		Normal Physiology in Health and Wellbeing  20 credits Core		

#### Level 5 – Year 3

<b>Trimester 1</b>	Equality and Diversity  20 credits Core			
<b>Trimester 2</b>	Community Engagement, Empowerment and Advocacy for Health and Wellbeing  20 credits Core	Research Foundations in Health and Social Care  20 credits Core		

#### Level 5 – Year 4

<b>Trimester 1</b>		Supporting Wellbeing in People with Long term	Exploring Fundamental Care Skills  20 credits	
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		Health Conditions  20 credits Core	Option  Or  Working with Groups in Health and Wellbeing 20 credits Option	Learning for Work in health, wellbeing and community
<b>Trimester 2</b>				20 credits Core

#### Level 6 – Year 5

<b>Trimester 1</b>	Person centred organisations for healthcare  20 credits Core	Legal and ethical practice in healthcare  20 credits Core		
<b>Trimester 2</b>	Improvement and enterprise for health, wellbeing and community  20 credits Core			

**Level 6 – Year 6**

<b>Trimester 1</b>				Preparing for employment in health, wellbeing and community	Health and Wellbeing Project
<b>Trimester 2</b>					
				20 credits Core	40 credits Core

**Intended learning outcomes of the programme****Level 4:**

On completion of Level 4 students will be able to :

**A) Knowledge and Understanding**

- A1) Demonstrate an understanding of contested theories of and perspectives on health and the multidisciplinary nature of health studies
- A2) Identify the key principles and methods of public health at population and community level
- A3) Demonstrate an understanding of the importance of communication and values in the compassionate provision of healthcare and public health

**B) Intellectual Skills**

- B1) Consider how knowledge from physiological, sociological and psychological perspectives on health informs the study of health and wellbeing
- B2) Articulate the concept of community as place and how determinants in that community will define its health needs and wellbeing
- B3) Define the potential health and health issues within a community from available health information and data

**C) Subject Skills**

- C1) Recognise the need to use a variety of communication strategies in a range of situations.
- C2) Demonstrate effective team and group working
- C3) Collect and integrate evidence and apply to an argument related to health or wellbeing
- C4) Begin to consider the lived experience of health and how this influences health behaviours, risk taking and decision making

**D) Transferable Skills**

- D1) Assess own initial learning needs and plan personal development
- D2) Demonstrate the ability to reference work accurately and in line with recognised academic practices
- D3) Use information technology effectively to produce, store and share learning resources and to collate material for professional development
- D4) Plan, present and communicate information, problems and problem solutions pertaining to public health, health promotion and wellbeing

**LEVEL 5:**

On completion of level 5 students will be able to

**A) Knowledge and Understanding**

- A1) Evaluate the application of principles of equality and diversity to the support of individuals and communities in public health, health promotion and health care services
- A2) Demonstrate a critical understanding of the impact of long term illness or disease process on the individual and how health promotion can improve overall wellbeing
- A3) Provide an evidence based rationale for health promotion and education interventions for clients/service users with acute and long term conditions.

**B) Intellectual Skills**

- B1) Critically analyse diverse theories and values associated with health and wellbeing in relation to equality of health policy, law and health provision
- B2) Evaluate the central paradigms used in health research and critique methodology used within these paradigms.
- B3) Evaluate the role of community engagement, empowerment and advocacy in improving health at population and community level.

**C) Subject Skills**

- C1) Recognise the importance of promoting health through self empowerment and self care for individuals experience long term health conditions.
- C2) Demonstrate critical insight into the role of health promotion across secondary and tertiary levels of prevention and health organisation
- C3) Evaluate the hierarchy of evidence to support health, public health and health promotion interventions
- C4) Evaluate the contemporary issues at the forefront of the study of health, wellbeing and community

**D) Transferable skills**

- D1) Reflect upon own ongoing personal and professional development in relation to career aspirations in health contexts, identify in relevant areas of experience to enhance personal profile
- D2) Present ideas and arguments in a well-structured and coherent manner and in a variety of formats
- D3) Analyse evidence to identify and articulate gaps in knowledge and problems in relation to improving health and health empowerment
- D4) Provide a coherent argument from a range of sources to rationalise problem solutions or evidence development in health and public health

**On completion of BSc (Ordinary) Health, Wellbeing and Community****A) Knowledge and Understanding**

- A1) Systematically apply concepts, theories and principles to inform the study of health, wellbeing and community across the lifespan
- A2) Draw upon health research and the evidence base to support arguments and problem solutions in health and wellbeing
- A3) Utilise knowledge of contemporary health and social policy in order to respond to and work with differing disciplinary groups and modes of delivery

**B) Intellectual Skills**

- B1) Demonstrate an in depth understanding of contested health perspectives when considering problem solving and decision making in the management of health
- B2) Critically debate the knowledge and values base in relation to the provision of health and wellbeing
- B3) Think reflectively, critically and analytically in relation to the study of health and wellbeing



**C) *Subject Skills***

- C1) Critically analyse health, disease causation and health issues using available data and the evidence base
- C2) Draw upon lived experience and theories of health, wellbeing and illness to inform interventions in health and health organisations
- C3) Critically reflect on individual experiences and social contexts of health and their influence on wellbeing
- C4) Critically evaluate on how health can be protected and improved through positive health interventions

**D) *Transferable Skills***

- D1) Reflect upon own ongoing personal and professional development in relation to career aspirations in health contexts
- D2) Present ideas and arguments in a well-structured and coherent manner and in a variety of formats
- D3) Identify and propose solutions to problems in relation to improving health and wellbeing
- D4) Demonstrate a critical appreciation of how a career may develop within different health organisations

**On completion of BSc (Hons) Health, Wellbeing and Community**

**A) *Knowledge and Understanding***

- A1) Demonstrate a systematic, in depth understanding and application of concepts, theories and principles to inform the study of health, wellbeing and community
- A2) Draw upon a coherent and systematic knowledge of research paradigms and methodologies in order to critically evaluate the research base related to health question(s)
- A3) Utilise knowledge of contemporary health and social policy, innovation and leadership in order to respond to the complexity of working with differing disciplinary groups, healthcare organisations and modes of delivery

**B) *Intellectual Skills***

- B1) Synthesise a coherent theoretical argument from contested perspectives to demonstrate an understanding of problem solving and accountable decision making in the management of health
- B2) Critically debate the knowledge and values base in relation to the ethical and legal provision of health and wellbeing services.

- B3) Reflect critically and reflexively in relation to personal development within the study of health and wellbeing

**C) *Subject Skills***

- C1) Critically analyse health, disease causation and health issues using available data and the evidence base and discriminate between the differing forms of evidence provided
- C2) Draw upon lived experience and theories of health, wellbeing and illness across the lifespan to inform interventions, innovation and improvement in health and health organisations
- C3) Critically reflect on individual health perspectives and the wider structural contexts influencing organisational management of wellbeing in health and illness
- C4) Critically evaluate the role health organisations play in improving health and wellbeing for staff and for positive experiences of health care by individuals and groups.

**D) *Transferable Skills***

- D1) Critically reflect upon own ongoing personal and professional development in relation to career aspirations in health contexts, articulating clearly own strengths and ongoing areas for development
- D2) Critically evaluate own and others ideas and arguments in a well-structured and coherent manner in a variety of formats
- D3) Identify and propose solutions to problems in relation to improving health and health organisations in a range of organisational contexts
- D4) Demonstrate a critical appreciation of how a career may develop within different health organisations and consider the relevance of own employability and development of Glyndŵr graduate attributes

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

			<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>													
	<i>Module Title</i>	<i>Core/ Option</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
<b>Lev 4</b>	HLT406 Studying Health, Wellbeing and Community (20)	C	√	√		√	√	√		√	√			√	√	√
	HLT407 Perspectives on Health and Wellbeing(20)	C	√		√	√					√	√		√	√	√
	HLT408 Communicating & Interacting in Health & Social Care (20)	C			√				√		√			√	√	√
	HLT409 Personal & Professional Development in Health, Wellbeing and Community (20)	C	√						√		√		√	√	√	√
	HLT410 Public Health: Principles and Methods (20)	C	√	√		√	√	√		√	√			√	√	√
	HLT411 Normal Physiology in Health and Wellbeing (20)	C	√			√					√	√		√	√	√
<b>Lev 5</b>	<i>Module Title</i>	<i>Core/ Option</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
	HLT503 Equality and Diversity in Health and Community (20)	C	√			√			√	√		√		√		√
	HLT506 Supporting Wellbeing in People with Long term Health Conditions (20)	C	√	√	√				√		√	√		√	√	√
	HLT507 Exploring Fundamental Care Skills (20)	O			√				√	√	√			√	√	√

	HLT510 Working with Groups in Health and Wellbeing(20)	O	√		√						√			√	√	√
	HLT508 Learning for Work in health, wellbeing and community(20)	C										√	√	√		√
	HLT509 Community Engagement, Empowerment and Advocacy for Health and Wellbeing(20)	C	√	√	√	√		√	√		√	√		√	√	√
	HLT502 Research Foundations in Health and Social Care(20)	C			√		√				√	√		√		√
	<i>Module Title</i>	<i>Core/Option</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
	HLT605 Person centred organisations for healthcare (20)	C	√		√	√	√			√	√	√		√	√	√
	HLT602 Legal and ethical practice in healthcare (20)	C	√		√	√	√				√			√	√	
	HLT603 Preparing for employment in health, wellbeing and community(20)	C	√					√					√	√		
	HLT604 Health and Wellbeing Project (40)	C	√	√	√	√			√	√	√			√	√	√
	HLT601 Improvement and enterprise for health, wellbeing and community(20)	C	√		√	√			√	√	√	√		√	√	√

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

### General Teaching and Learning Strategy

Programme learning and teaching has been developed with reference to the University's learning, teaching and assessment strategy (Glyndŵr University 2011). In particular, learning and teaching activities aim to foster an inclusive, supportive and student centred approach to learning and teaching (GU LT strategy, Key priority 1), which will enhance the capabilities and employability of students by embedding skills of the Glyndwr University graduate (for example, problem solving, decision making, self confidence and digital literacy skill) (GU LT strategy, Key priority 2, Glyndŵr University 2013).

The facilitation of learning within the subject area is grounded in philosophies of learning focused on health work and practice with student-centred, andragogical principles of teaching and learning. To this end a variety of interactive learning and teaching methods are used in modules. These include class room based interactive lectures, discussions, seminars, workshops, tutorial sessions, simulation, together with case-based learning supported by internet-based resources.

Interactive lectures are utilised to provide students with the theoretical concepts and ideas to inform their initial understanding of the contested nature of health and the multiple determinants that impact on the health experience. Lecturers recognise the richness of students' own life experiences some of which may be informed by prior or current experience of health settings and therefore the lecturer works interactively with the student group to encourage them to reflect upon their experience, either theoretically or practically.

Knowledge gained from lectures is enhanced by case and enquiry based learning. Cases given to students are informed by service user stories to provide students with understanding of the lived human experience of health. This type of learning is designed to engender the development of compassionate values and attitudes to health care. Seminar and small group work is also seen as an important strategy for developing the ability to work cooperatively, to delegate work effectively within the group and to commit to achievement of group tasks. These are essential skills for working in any health sphere and therefore, to this end, small group working and group projects are a key element of the teaching, learning and assessment strategy throughout the programme. Small group activity and discussion also allows opportunity to draw a relationship between cases to the relevant theory, legal and policy frameworks, ethics and values in order to help the student to integrate this learning.

Dissemination of small group activities is shared back into the wider student group, so allowing greater knowledge of health to be developed.

Learning within the classroom is supported and facilitated through the use of Glyndŵr University VLE (*Moodle*). The use of interactive forums and Wikis is well established within the subject area and provides an effective adjunct to case or problem based learning. For lecturers this means being able to engage in and moderate the out of classroom discussions, to monitor group engagement and to ensure that the group stays on task. *Moodle* also acts as a means of adding to student learning resources, and provides an excellent means for all group communication.

Enabling students to discover more about their own learning preferences and study skills is an important element of cultivating the ability to read and learn independently and also to enable them to focus on their individual strengths and weaknesses in terms of learning and in terms of career aspirations. Study skills development is built into two modules at level 4 and achievement of these is also embedded in the assessment strategy. Students are encouraged to reflect on their learning and log their experiences by recording them in their e-portfolio (Mahara). The e-portfolio serves as their Personal Development Plan, and is a repository of acquired knowledge and a valuable tool for self direction and learning throughout the programme. The e- Portfolio is summatively assessed at each level of the programme.

Negotiated Learning forms a key learning strategy within the following modules:

- *Learning for Work in health and wellbeing (Level 5: 20 credits)*
- *Preparing for employment in health and wellbeing (Level 6: 20 credits)*

The philosophy of these modules is to provide students with the opportunity to negotiate learning that will enhance their knowledge of and attributes for a particular career pathway or area of interest in their learning journey. This is built around the formation of a Negotiated Learning Contract. (NLC) These will detail an evidence based rationale for the planned learning, the learning objectives, the actions/ strategies and resources required for learning and an indication of the evidence that will be produced for the e-portfolio in order to demonstrate that learning has occurred. NLC's will be agreed and signed with the student's personal tutor and countersigned by the module leader. E- Portfolios will then be assessed by the personal tutor and moderated by the module leader at the end of the period of learning.

Considering and directing own independent learning is an important step to becoming an autonomous lifelong learning graduate and for this reason the negotiated learning contract will be a separate part of the Learning for Work module assessment at Level 5 and included in the e-Portfolio at Level 6.

At Level 5, students without a clear indication and understanding of potential career pathways and related learning will be encouraged to complete a specific job study as part of their Negotiated Learning. This can be undertaken in conjunction with the Careers Centre and enables them to research the routes into, realities and challenges of a specific career, the future employment trends and the qualities /attributes needed. This may also include talking to relevant professionals about the role. Students will reflect upon this upon this learning in their E-Portfolio and will guide their action planning to prepare for Negotiated Learning at Level 6 - Preparing for Employment in Health and Wellbeing

Students who, as part of extra curricular activity, are in voluntary or paid employment may draw upon and evidence their experience as part of Negotiated Learning if this enables them to demonstrate their development of graduate attributes and employable skills necessary to work in or to access further postgraduate study in the field of health and wellbeing. This will be agreed by the Personal and Module Leader as part of the Negotiated Learning Contract.

## Welsh Medium Provision

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

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

QAA (2006) Section 6 Assessment of Students, Glyndŵr University (2011) Learning, Teaching and Assessment Strategy has informed the development of the assessment strategy.

### Formative Assessment

Formative feedback is provided on all modules through sampling student's formative academic writing and through using individual and group work to feedback on progress. Moodle Forums and Wiki's provide opportunity to moderate and feedback on group discussions when working on individual or group tasks. A Feed Forward opportunity has been identified early in Level 4. This allows the group to submit a portion of their written work early so that they are able to embed the feedback in the completion of the first assignment.

### Summative Assessment

The summative assessment strategy provides a range and variety of assessment methods in order to enable the demonstration of module and programme outcomes, including knowledge and understanding, intellectual, subject specific and transferable skill development. Assessments have been designed to meet the level requirements of CQFW (WG 2009) appropriate to an Honours Degree programme.

### Level 4

Assessments have been developed to ensure that, through a variety and balance of approaches, students achieve the knowledge, understanding, application, action, autonomy and accountability defined by the Credit and Qualifications for Wales (CQFW) for Level 4.

The variety of assessment tasks at level 4 includes essays, an individual presentation, two group projects, an examination and reflective practice. Through these approaches, students are able to demonstrate awareness of the breadth and scope of health studies against the subject benchmark, and understand how this is informed by differing theoretical perspectives and approaches (CQFW 2009, pg 44). For example, in a written essay, students explore a common health issue and undertake an examination of the topic from psychological and sociological perspectives, whilst using group work students are tasked to explore broad understandings and definitions of community and on an individual basis to analyse, interpret and evaluate relevant information from this to identify a need for health promotion. An examination on physiology

demonstrates student's awareness of physiological understandings of health. The focus on group assessment in two of the modules at level 4 enables students to take responsibility for their own actions and those of others within their group (CQFW 2009, pg 44), whilst the completion of an annotated bibliography allows students to review the appropriateness and effectiveness of published information (CQFW 2009, pg 44). Student's ability to identify, adapt and use appropriate skills in health (CQFW 2009, pg 44), is developed. As an example, by presenting and reflecting upon the use of appropriate communication skills students are developing a core skill in health care. Throughout all assessments, tasks enable students to utilise practical and theoretical understandings to begin to address complex, but well defined problems by being given a variety of problems to address (CQFW 2009, pg 44). Students complete a Portfolio and this enables them to plan a basic course of action (CQFW 2009, pg 44) for personal and professional development.

Students are assessed using criterion referencing using criteria developed from the assessment task and generic level 4 assessment criteria. All assessment criteria are provided to students in the relative module handbook and launched at the commencement of the module.

#### **PROGRAMME ASSESSMENT – LEVEL 4**

<b>Level 4</b>	<b>Assessment Method</b>
Studying Health, Wellbeing and Community 20 credits Core	Group Project (50%)  Coursework (50%)
Perspectives on Health and Wellbeing 20 credits Core	Essay (2,500) (100%)
Communicating & Interacting in Health & Social Care 20 credits Core	Reflective Practice (100%)
Public Health: Principles and Methods 20 credits Core	Coursework (100%)
Normal Physiology in Health and Wellbeing 20 credits Core	Examination (100%)
Personal & Professional Development in Health, Wellbeing and Community 20 credits Core	E-Portfolio (100%)

#### **Level 5**

Assessments have been developed to ensure that students achieve the knowledge, understanding, application, action, autonomy and accountability defined for Level 5 (CQFW, 2009, pg 45). Tasks enable students to build on the level 4 knowledge and skills by encouraging students to further explore the depth of reasoning, breadth of theoretical perspective and the research underpinning health and health care activity. This enables students to consider how this



deepening knowledge enables them to start to think creatively, provide rationale for actions and find new ways forward in considering health and wellbeing, contexts and complex healthcare problems. The use of an oral presentation allows students to develop their ability to present and defend a rationale for action, whilst a written critique of research enables students to evaluate the worth of knowledge being used to underpin their thinking and actions. Problems become more complex as students are tasked with, for example, exploring the management of disordered physiology and secondary health problems and managing diversity with the underpinning values of equality in healthcare provision through essay writing. Students Portfolios demonstrate ongoing exercise of judgement and autonomy as they begin to develop their career plan and demonstrate learning from relevant work experience.

## PROGRAMME ASSESSMENT – LEVEL 5

Level 5	Assessment Method
Research Foundations in Health and Social Care 20 credits Core	Essay (100%) (3,000)
Working with Groups in Health and Wellbeing 20 credits Option	Group Presentation (50%) Reflective Practice Essay (50%) (2,000)
Exploring Fundamental Care Skills 20 credits Option	Presentation (100%)
Equality and Diversity in Health and Community 20 credits Core	Essay (100%)(3000)
Community Engagement, Empowerment and Advocacy for Health and Wellbeing 20 credits Core	Report (75%) (2,500) Oral Assessment (25%) (10 mins)
Supporting Wellbeing in Long term and Vulnerable Conditions 20 credits Core	Poster Presentation (1000) (40%) Essay (2000) (60%)
Learning for Work in Health, Wellbeing and Community 20 credits Core	Negotiated Learning Contract (20%) Portfolio (80%)

## Level 6

Assessments have been developed to ensure that, through a variety and balance of approaches, students achieve the knowledge, understanding, application, action, autonomy and accountability defined for Level 6 (CQFW, 2009, pg 46).

The Health and Wellbeing project is an extended piece of writing which allows students to demonstrate awareness of current developments in health, wellbeing and community within an area of their choice, use relevant research to inform actions, and demonstrate understanding of

the current context in which health is situated. The use of oral presentations allows students to articulate their ability to initiate and lead tasks and processes, for example, taking responsibility for planning and developing their own learning and development and exercising autonomy and judgement in this – in preparation for employment interviews. The group project, for example, continues to develop the student's responsibility for their work within a team and, through formal peer review, for the work of others in that team. Report writing is included to enable students to demonstrate their ability to critically analyse, interpret and evaluate complex information, underpin this with theoretical understanding and create ways forward to manage complex issues.

## PROGRAMME ASSESSMENT – LEVEL 6

Level 6	Assessment Method
Health and Wellbeing Project 40 credits Core	Project (100%) 8,000
Legal and Ethical Practice in Healthcare 20 credits Core	Essay (50%) 2,000 Presentation (50%) 10 mins
Improvement and Enterprise for Health, Wellbeing and Community  20 credits Core	Report (100%) 4,000
Person Centred Organisations for Healthcare 20 credits Core	Group Project (25%) (20 mins)
	Coursework (75%) (3,000)
Preparing for employment in health, wellbeing and community  20 credits Core	Oral Assessment (25%) 15 mins
	Portfolio (75%) 3,000

Assessment loading throughout all levels is designed to ensure that assessment provides motivation for and deeper approach to learning but does not overwhelm the student, potentially increasing the likelihood of a surface approach to learning. This has been carefully considered and there are no more than two elements of assessment per 20 credits. Where assessment has been divided into two this has either been to ensure that all module outcomes are tested appropriately, or where two elements of assessment are part of a cumulative learning and assessment exercise. As a guide to ensuring consistency in assessment task across modules, the written word equivalent for modules at level 4 is 2,500, at level 5 is 3,000 and level 6 is 4,000. The increasing word allowance is to recognise students increasing need to explore subjects in greater depth, for example through presenting conflicting and debating arguments and the analysis, synthesis and evaluation of an increasing range of literature. With a similar rationale time given for individual and group presentations increases across levels 4-6. Students who are absent on the day of individual or group presentation must apply to have their extenuating circumstances considered. For group presentations, where extenuating circumstances are upheld an equivalent assignment task may be devised by the module team. This will be agreed as equivalent in meeting learning outcomes by the Programme Leader and Programme external examiner. For individual presentations, where extenuating circumstances are upheld a further

presentation date will be provided. Students who do not have extenuating circumstances upheld with regard to absence on the day of presentations will be considered as a non submission of assessment.

Students are assessed using criterion referencing using criteria developed from the assessment task and generic level 4 or 5 or 6 assessment criteria as relevant to level. Students will be provided with a module handbook including their assessment brief and marking criteria at the beginning of the module in order to give them the maximum time to complete the assessment task. Assignments and presentations will be marked against an assessment rubric and level criteria as demanded by the level of module outcomes and the module task. All assessment tasks and module specific assessment criteria at level 5 and 6 are agreed with the module external examiner prior to commencement of the module. All work on the programme will be submitted electronically through Moodle and feedback will be provided via Moodle within three weeks as per University guidance.

Academic misconduct is taken very seriously and cases are referred using the Academic Misconduct process. The University has now made *Turnitin* available as a learning tool for students so that they can gain formative feedback on referencing technique and so avoid making any inadvertent errors.

## INDICATIVE ASSESSMENT SCHEDULE – FULL TIME

### BSc (Hons) Health, Wellbeing and Community – Level 4 Assessment Schedule and Submissions

<i>Timetable week number</i>	<i>Module weeks</i>	<i>Module</i>	<i>Assessment and Submission week</i>
1			
2			
3			
4			
5			
6			
7			
8			
9	1	Induction	
10	2		
11	3		
12	4		
13	5	Studying Health, Wellbeing and Community	<i>Formative Feed forward</i>
14	6		
15	7		
16	8		
17	9		
18	10		
19	11	Communicating and Interacting	Reflective Practice (100%)
20	12	Studying Health, Wellbeing and Community	Group Project (50%)
21			
22			
23			
24		Perspectives on H and W	Essay (100%)
25			
26		Studying Health, Wellbeing and Community	Coursework
27	1		
28	2		
29	3		
30	4		
31	5		
32	6		
33	7		
34	8		
35	9		
36	10		
37	11	Public Health P and M	Coursework (100%)
38			
39			
40	12	Normal Physiology	Examination (100%)
41		Personal and Professional Development	Portfolio (100%)

**BSc (Hons) Health, Wellbeing and Community – Level 5**  
**Assessment Schedule and Submissions**

<i>Timetable week number</i>	<i>Weeks</i>	<i>Module</i>	<i>Assessment Schedule and Submission</i>
1			
2			
3			
4			
5			
6			
7			
8			
9	1		
10	2		
11	3		
12	4		
13	5		
14	6		
15	7		
16	8		
17	9		
18	10	Exploring FS(1) (Option)	Ind. Presentation Or
		Working with groups(Optional)	Group Presentation
19	11	Supporting Wellbeing (1)	Poster Presentation
20	12	Working with Groups(2)(Option)	Essay (2,000)
21		Supporting Wellbeing (2)	Essay (2000)
22			
23			
24		Equality and Diversity	Essay (3,000)
25			
26		Learning for Work	Negotiated Learning Contract (500)
27	1		
28	2		
29	3		
30	4		
31	5		
32	6		
33	7		
34	8		
35	9		
36	10		
37	11		
38			
39			
40	12	Community Engagement (1, 2 )	Report (2,500) Oral Assessment (10 mins)
41		Research Foundations	Essay (3,000)
42		Learning for Work	Portfolio (2,500)

**BSc (Hons) Health, Wellbeing and Community – Level 6**  
**Assessment Schedule and Submissions**

<i>Timetable week number</i>	<i>Weeks</i>	<i>Module</i>	<i>Assessment Schedule and Submission</i>
1			
2			
3			
4			
5			
6			
7			
8			
9	1		
10	2		
11	3		
12	4		
13	5		
14	6		
15	7		
16	8		
17	9		
18	10	Person Centred Organisations (1)	Group Project (20 mins)
19	11		
20	12	Legal and Ethical	Paper (2000) and Presentation (10 mins)
21			
22			
23			
24		Person Centred Organisations (2)	Coursework (3,000)
25			
26			
27	1		
28	2		
29	3		
30	4		
31	5		
32	6	Preparing for Employment (1)	Oral Assessment (15 mins)
33	7		
34	8		
35	9		
36	10		
37	11	Health and Wellbeing Project	Project 100%(8,000)
38			
39			
40	12		
41		Preparing for Employment (2)	Portfolio 100%(3,000)

## Assessment regulations that apply to the programme

The programme is subject to Glyndŵr University Regulations for Bachelors Degrees, Diplomas and Certificates.

## Programme Management

### The Programme Team

The Programme team developing this proposal have strong links with external representatives of local services including health, government and education. The course has been designed with their particular comments and experience in mind. The programme team have extensive and on – going experience of professional practice in either adult or mental health nursing, health studies and/or public health.

**Gill Truscott:                      Programme Leader**

### Programme Team

Pat Hibberd	Principal Lecturer in Health Sciences
Sarah Jowett:	Senior Lecturer :Health Sciences
Christine O’Grady	Senior Lecturer : Health Sciences
Angela Williams	Senior Lecturer: Health Sciences
Tracy Ross	Senior Lecturer : Health Sciences
Nikki Lloyd Jones	Senior Lecturer : Health Sciences
Justine Mason	Senior Lecturer : Health Sciences
Cathy Hewins	Senior Lecturer : Health Sciences
Dr. Joanne Pike	Senior Lecturer in Health Sciences
Alison Lester- Owen	Senior Lecturer in Health Sciences

The Programme Leader takes responsibility for the day to day management of the programme and produces annual Programme Handbooks, ensures student representation at the post registration Staff Student Consultative committee, collates and reports on course and student information to the health sciences Programme Board including the production of Annual Monitoring reports. They ensure that the Programme is marketed and students recruited to the targets set. The Programme Leader is supported in this by an admissions tutor.

### Module Leader

Module Leaders ensure that their module is delivered to the best possible standard through developing the scheme of work for the module, liaising with the Programme Leader over management and delivery of module – timetabling, booking rooms, arranging speakers etc., preparing and disseminating the module handbook and timetable to students, providing academic support for students in completion of assessments, arranging marking for the module in discussion with the Programme Leader, evaluating the module and forwarding results to the Programme Leader.

### **Quality management – responsibility**

The system of programme management and accountability operates principally at Subject level. At University level staff in the Undergraduate School Office deals with student queries, enrolment and attendance and achievement tracking. The management and oversight of the quality of programmes are the remit of the Programme Leader who is accountable, in turn, to the Principal Lecturer – Health undergraduate programmes and the Head of the Academic Business Division. The Divisional Head leads the joint subject management team in assuring the overall management of quality in the subject area – coordinating whole subject meetings to identify cross subject quality issues and ensuring that there are sufficient resources to support the quality of programme delivery and student experience.

### **Programme Team meetings and Programme Boards**

Quality assurance, monitoring and enhancement of programmes are addressed by programme and assessment boards. Team meetings are held on a monthly basis, and Programme Board meetings are held twice a year. These are chaired by the Principal Lecturer for undergraduate programmes, and attended by all module leaders and lecturers.

### **Staff Student Consultative Committee**

The University is committed to ensuring that students are at the centre of quality management and improvement. The Programme Leader convenes a Staff Student Consultative Committee (SSCC) once a semester to allow student representatives to raise issues of quality; this feeds into the programme team meetings and programme boards. Students on these programmes have a Student Representative for each cohort who is invited to attend the SSCC meetings held each semester. Apart from direct student representation on the Programme Board, student views are obtained by the use of the University's Student Evaluation of Module (SEM) surveys and through the National Student Survey (NSS) for the subject area.

### **Annual Monitoring**

Each year an annual report (AMR), which reflects monitoring activities and evaluations of all stakeholders, will be submitted by the Programme Leader, in consultation with all module leaders. This is discussed at a specially convened Subject Meeting. Any resource implications or unresolved quality issues are referred to the Head of the Academic Business Division. Copies of the AMR and the Subject Meeting minutes are then forwarded to the School Office and the Academic Quality and Standards Unit in Academic Registry.

### **Research and Scholarship**

The Health Sciences Department sits within the Institute for Health, Medical Sciences and Society where enhancing research capacity is an interdisciplinary strategic development. The research interests of the five departments within the Institute (Health Sciences, Psychology, Applied Social Sciences, Education and Childhood and Family Studies) are brought together in the *Research Centre for Health, Wellbeing & Society*. Research within the Institute is led by Professors in Nursing, Psychology, Education and Social Inclusion and Readers in Nursing and Public health. The Centre has a number of Doctoral students either undertaking Research Degree programmes or the Professional Doctorate programme.

Teaching on the programme is therefore informed by some of the current work being undertaken in the Centre as well as through wider published research and evidence. The programme has



been designed to reflect the shift in thinking towards an assets based approach to health, reflecting the increasing policy drive for public health and wellbeing and for healthcare which is delivered in a community setting.

Members of staff have expertise in a number of key research areas relevant for student teaching and research in the programme. Staff research and experience in practice informs teaching in health across the lifespan.. Within the programme team, Sarah Jowett teaches and is also published in family and school health, whilst Bernie Evans focuses on the needs of older adults.

The development of user centred and ethical health service delivery is a key aim of the programme and teaching is informed by the work of Dr. Jo Pike who specialises in the area of spirituality in health care, Tracy Ross who specialises in the development of human caring and Nikki Lloyd-Jones in ethical decision making.

The Department has at least ten members of staff with current community health qualifications in a variety of specialties and backgrounds and there is close working with community public health and community nursing services in North Wales. As an example of current community work, Pat Hibberd is working with Reader Dr. Debbie Roberts on a funded research project exploring the development of metrics with Community Specialist Nurses – particularly in the context of the health needs and geography of rural communities.

Through the Centre staff and students also have exposure to a wide variety of research seminars with both internal and external speakers. Examples of recent topics have included '

- Health: public good or personal responsibility- Why is it important to focus on the social determinants of health?'
- Social Work Discourses : An exploratory study
- Social Capital, Young People and the Secure Estate
- Developing a methodology for person centred practice
- Searching for the hidden: a phenomenological study exploring the spiritual aspects of impending day case surgery from patient and staff perspectives

In addition to the above staff hold a number of external examiner/ consultancy or peer reviewer roles that enable them to ensure that the quality and standards of the programme are consistent with other undergraduate programmes in health.

All teaching staff have Doctoral or Masters level qualifications. A number of staff with Masters degrees are now working towards Doctoral Qualifications. New appointments are expected to hold or be working towards a Doctoral degree.

The University has an active programme of staff development. Glyndŵr University has a Centre for Learning and Teaching which encourages the development of innovative learning, teaching and assessment strategies amongst staff and there have been a number of Teaching Fellowships awarded within the Programme Team. All team members have also undertaken equality and diversity training to inform their work with admissions and student support. Within the Department, honorary contracts are also used to support team members to engage in health care

practice to meet organisational, personal and professional scholarship and updating. Staff are also engaged at a strategic level with organisational planning in the Local Health Board.

### **Particular support for learning**

Support for student learning is detailed in the Programme Student Handbook and on the Moodle student site.

#### **Personal Tutor**

Personal Tutors will be allocated to groups of 6-8 students per cohort. The Personal Tutor is responsible for supporting and monitoring the progress and Personal and Professional Development of the student over the period of the programme meeting with the student on at least three occasions in each academic year. Personal Tutors provide feedback on the overall progress of students to the Programme Leader and identify if any difficulties are occurring. They provide support and advice over pastoral issues to students, referring students to the wide range of University support services available to them when required.

The programme team are very experienced a diverse group of students with a varied range of external commitments and personal responsibilities. When students experience difficulty in meeting assessment deadlines due to external responsibilities, every consideration is given to ensure that an extension is available and students are advised to utilise the extenuating circumstances process if a longer period of mitigation is required. Students may also suspend studies where personal circumstances prevail.

#### **Induction**

The Programme team lead an induction week for all new students on the programme, where students are introduced to the Programme and provided with the Programme Handbook. This will include academic writing and study skills. Students will also be introduced to the IT resources in the University, including the Moodle site. Students have an introductory session to the library and are able to follow this up with one to one tutorials as required.

#### **Programme Specific Resources**

There is a wealth of health knowledge and experience both within the Health Sciences department, as well as in the wider University. The team are highly experienced at delivery of education in health and work regularly with employers and workplace mentors. The programme team are innovative educators and regularly have Teaching Fellowships awarded within the department. These Fellowships have been initially nominated by students. They are experience assessors across a range of assessment tasks including assessment by portfolio. Academic and administrative staff are already in post.

Good library, IT and classroom facilities on campus are accessible to support these programmes. The evaluation and updating of resources are achieved as a normal part of continuing quality monitoring and evaluation of programmes.

The courses are supported by Moodle VLE with all programme materials being added to the programme site at appropriate times.

## **Equality and Diversity**

The University seeks to comply with the Equality Act 2010. Disability policies apply across staff and students. This information is published to students via Glyndŵr University website and will be referred to in the student handbook. All admissions to the programme are considered within the requirements of the Equality Act 2010

Students who seek assessment for or disclose disabilities will be supported by Glyndŵr University's Disability and Learning Support Team in making that assessment and in defining reasonable adjustments. Information to students is published on the website. Students, who haven't already done so, will be encouraged to disclose disabilities so that reasonable adjustments can be made. The University aims to provide equality of opportunity for students, providing, wherever reasonable and possible, the resources and learning opportunities that are needed by students with specific learning needs.