PROGRAMME SPECIFICATION

![Glyndŵr University Wrexham logo]

Awarding body/institution	University of Wales
Teaching institution	Glyndwr University
Details of accreditation by a professional, statutory or regulatory body	None
Final award/s available	Bachelor of Science with Honours
Award title	Healthcare Leadership and Management
UCAS code	N/A
Relevant QAA subject benchmark statement/s	N/A
Other external and internal reference points used to inform the programme outcomes	FHEQ CQFW
Mode/s of study	Part-time only
Language of study	English
Date at which the programme specification was written or revised	July 2010

Aims of the programme

The aims of the programme are to:
   1) Broaden students' understanding of key aspects of healthcare leadership and management including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront care within their specified area of healthcare practice;
   2) Prepare students for study and management practice at an advancing level.

Intended learning outcomes of the programme*
Intended learning outcomes for this programme are: *A Knowledge and understanding:* *By the end of the honours degree students should be able to:* *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.

B Intellectual skills:

By the end of the honours degree students should be able to:

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;

B5 Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources.

C *Subject and other skills:*

By the end of the honours degree students should be able to:

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.

Professional Skills and abilities and Employability Skills and abilities

By the end of the honours degree students should be able to:

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.

D5 Demonstrate competency in word processing and the presentation of data

Distinctive features of the programme

This programme is offered on a part-time basis only. It is aimed at healthcare practitioners holding an honours degree in health care of a healthcare related subject who are working/intending to work in a management capacity at ward or team level. It is governed by the regulations for Graduate Diplomas and Certificates except where derogation has been sought and approved in respect of number of attempts, compensation and period of registration.

It is directly linked to NHS initiatives such as the Welsh Assembly Government's Ministerial Task and Finish Group's recommendations in *Free to Lead, Free to Care: Empowering ward sisters/charge nurses* (2009) and allows aspiring managers to integrate leadership development required in their employment to an academic award.

Although currently a 'taught' programme it is planned that this programme will be developed in the future into a open learning format.

Teaching, learning and assessment strategies used to enable outcomes to be achieved and demonstrated

Teaching and learning strategies reflect the School's TLA strategy for the flexible delivery of professional and professional-related learning.

A variety of learning and teaching strategies are used in the classroom and in practice. Lectures by the course team and external experts, designed to allow the students to reflect on key information and supported by internet resources (Moodle) is a key strategy. Other methods include seminars, open learning materials, student presentations and debates. Lecturer-facilitated, student-led small group discussions support a problem-based/case-based learning approach. In some modules action learning sets are used. In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, is used to meet the module outcomes and professional standards.

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.

Assessment regulations that apply to the programme

Regulations for undergraduate certificates, diplomas and degrees apply. A number of derogations also apply:

Regulations for Undergraduate Degrees	Derogation
Students are referred/failed on academic grounds only	Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.
Compensation	No compensation is allowed within programmes or modules – all elements of assessment must be passed for the module to be passed.
Number of attempts	Students may have only 2 attempts at any assessment.

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

The following modules are available for students to study.

Module Title	Level	Module Code	Credit Value	Core/ Option
Process of Enquiry	6	NHS601	20	O
Leadership and Professional Issues	6	NHS602	20	C
Healthcare Leadership and Management Project	6	NHS6**	40	C
Transforming Health Care	6	NHS6**	20	C
Negotiated Modules				
Negotiated Module in Enhancing Professional Practice (20) 1	6	NHS654	20	O
Negotiated Module in Enhancing Professional Practice (20) 2	6	NHS655	20	O
Negotiated Module in Enhancing Professional Practice (10) 1	6	NHS657	10	O
Negotiated Module in Enhancing Professional Practice (10) 2	6	NHS658	10	O

Students may undertake a maximum of 20 credits of negotiated learning.

Criteria for admission to the programme

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.

AP(E)L: The University does not in normal circumstances allow any AP(E)L within the final year of an award. A special arrangement has, however, been agreed that, where students have undertaken modules approved within these programmes as 'stand alone' modules within the period of study applied to AP(E)L within the University, these modules may be transferred into these programmes.

Length of the Programme: Students registered on this programme must complete in not less that 2 years and not more than eight years from the start of the programme.

Indicators of quality

The Health Academic Area regularly undergoes both internal and external review of its provision. The recent internal Subject Review identified excellent aspects related to student support and external monitoring by the Nursing and Midwifery Council (NMC) highlighted areas of good practice in the development of simulation to support student clinical learning and the involvement of the External Examiner in visits to practice areas.

Methods for evaluating and improving the quality and standards of the programme

Evaluation is an ongoing activity within the Academic Area. All modules are evaluated by students and the end of teaching using the University's SPOM form, which when analysed feeds into Programme Boards and the Annual Monitoring Report (AMR). Likewise the comments of External Examiners are fed into this report and the Programme Leader formally responds to any comments made. The AMR gives rise to an action plan which is reviewed periodically throughout the year at Subject and School levels (School Board). In addition, lecturers are responsive to ongoing feedback from students and bring matters to the Programme Team Meetings which are held monthly. Although SSCC meetings are held within the Subject Area once per semester and representatives from other programmes attend, because of the part-time nature of programmes such at this, involvement of students, although promoted, is

sparse. The Programme team meet regularly with their commissioners and produce evaluative data for their consumption.

Particular support for learning

There are well-established support mechanisms for students undertaking this programme comprising the following:

Programme Leader
The Programme Leader, in this instance, is responsible overall for all aspects of the operation and administration of several programmes. The Programme Leader is assisted by the other members of the Programme Team, in particular the Route Leaders.

Route Leaders
A Route Leader is responsible for the day to day organisation and management of the delivery of your programme.

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.

Personal Tutors
On modules leading to professional qualifications 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 placement and visits that student at least once in practice during the module. This person also acts as the link for the practice mentor should any concerns about the student arise. Students studying on individual modules may use the Module Leader in this capacity in the first instance but are referred to the Programme Leader should the need arise.

Course Administrator
The Course Administrator is a key individual who ensures that tracking of students on such a flexible programme is of an excellent standard. There is a dedicated administrator based on both sites (Plas Coch and Ysbyty Glan Clwyd) where students study.

Study Skills Tutors
The School of Health Social Care, Sport and Exercise 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 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.

Equality and Diversity

Any student who meets the entry requirement of holding a diploma in/related to their area of professional practice may access this programme. All applicants will be considered solely on the basis of their merits, abilities and potential to succeed in their chosen course within the framework set by relevant external bodies and legislative requirements*.