

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	MSc Rheolaeth gyda Rheolaeth Gofal Iechyd MSc Management with Healthcare Management
1.4	Exit awards and titles	PG Diploma Management PG Cert Management
1.5	Credit requirements	180 credits at Level 7 – MSc Management with Healthcare Management 120 credits at Level 7 - PG Diploma Management 60 credits at Level 7 - PG Certificate Management
1.6	Intake points	Six intakes per year (every 8 weeks)
1.7	Mode of study	Part time If other, please specify
1.8	Length of delivery	2 years minimum duration, 4 years maximum duration
1.9	Location of delivery	Online
1.10	Mode of delivery	Part time Online
1.11	Language of delivery	English
1.12	Faculty	Business School
1.13	Subject area	Business
1.14	HECoS Code	100080
1.15	Suitable for applicants requiring a Student Visa?	No
1.16	Is DBS check required on entry?	No
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.19	External reference points	<i>QAA Subject Benchmark Statement – Master’s Degree in Business and Management, March 2023.</i>

Section 1 – regulatory details		
		https://www.qaa.ac.uk/docs/qaa/sbs/subject-benchmark-statement-business-and-management-masters-23.pdf?sfvrsn=3570a881_18
1.20	Derogation to Academic Regulations	N/A
1.21	Foundation Year route	N/A
1.22	Placement / Work based learning	N/A – no placement
1.23	Length and level of the placement	N/A
1.24	Collaborative arrangement	HEP

Section 2 – programme details

2.1 Aims of the programme

Throughout the online programme of study there is emphasis on strategic management within a range of business and management subject areas. The programme is aimed at career entry or pre-experience learners who wish to study areas of business in-depth, allowing for an element of specialism, to ensure the professional development and competence of individuals to prepare them to be operationally effective, through a structured programme of study.

There is emphasis on the application of theory and knowledge within business situations, and the solving of complex problems where operational solutions are sought. The content of the programme therefore will have a strong theoretical basis mixed with a range of relevant applied knowledge to ensure the development of professional practice:

- Flexibility of learning through a 100% online programme of study.
- Enable learners to study a major subject programme with relevant subject area business pathways, allowing focus on aspects of wider subject areas.
- Encourage learners to develop their academic thinking skills through a range of teaching and learning strategies and techniques.
- Develop learners' critical thinking and higher-level problems solving skills that are required when conducting academic research linked to the subject areas of business and management.
- Develop the application of professional knowledge through relevant theory and research, building on professional understanding, responsibility, integrity, and ethical practices.
- Reflect on the learners' own progress and undertake independent study.
- Provide academic guidance and support in the development of research projects and extended pieces of research and other scholarly outputs within the learners' chosen areas of pathway specialism.
- Equip learners with a range of techniques and methods applicable to professional activities and skills, as a means of enhancing future employment prospects through the evidencing of originality and creative thinking, making sound judgements in the absence of complete data.

2.1 Aims of the programme

- Support effective communication and exercise initiative, self-direction and autonomy.

2.2 Programme structure and diagram, including delivery schedule

The Online MSc is a part time programme delivered 100% online and will have modular delivery pattern including modules of 15 credits. The delivery pattern follows the Carousel Model and encompasses a framework of nine taught 15 credit modules (135 credits) which will be six core modules (90 credits), two specialist pathway modules (30 credits) and one research methods module (15 credits). Further, the programme is made up of one literature review module (15 credits), and one management report module (30 credits). This programme equates to 180 credits, with the research methods, literature review and management report modules, which make up the 'research block' adding to 60 credits.

Students will study 6 core modules, before moving to their specialisms, followed by their research block. This will also be the model of the carousel structure/ delivery.

Part-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	ONLM701	Leadership & Organisational Behaviour	15	Core	Carousel	
7	ONLM702	Marketing Management	15	Core	Carousel	
7	ONLM703	Business Strategy	15	Core	Carousel	
7	ONLM704	Finance for Managers	15	Core	Carousel	
7	ONLM705	Operations Management	15	Core	Carousel	
7	ONLM706	Economics for Managers	15	Core	Carousel	
7	ONL734	Research Methods	15	Core	Carousel	
7	ONLM714	Quality Management	15	Core	Carousel	
7	ONLM715	Healthcare Leadership and Administration	15	Core	Carousel	
7	ONLM710	Literature review	15	Core	Carousel	
7	ONL733	Management Report	30	Core	Carousel	

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
A1	Demonstrate a critical appreciation of concepts, principles and theories related to business strategies and a range of applications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A2	Evaluate the contribution to which roles and interactions contribute to a successful, contemporise organisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A3	Establish the principles of management decision making and the ways in which they contribute to business efficiency, growth and development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A4	Demonstrate critical understanding and application of data and the key concepts of knowledge within the core and pathway subject areas, recognising the value and significance of metrics, analysis and good practice within the growing digital landscape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A5	Demonstrate application of current and emerging challenges to health and health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
A6	Demonstrate comprehensive understanding of theories and concepts involving change and ability to apply these to new problems and scenarios in health services and deliveries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B1	Apply critical understanding of management within a global business context, including the analysis of models, theory and their application.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B2	Demonstrate a critical understanding and application of business theory and the context within which management is conducted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B3	Contextualise understanding of the inter-relational functions within the national and/or international strategic and operational aspects of commercial drive within business and the business environment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B4	Present insights and problem-solving techniques to existing and new challenges that face international business and management, taking account relevant academic literature and other sources of information.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
B5	Synthesize relevant critical thinking through an independent and original research project using theory and techniques within a business context.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B6	Formulate a holistic and ethical healthcare strategy based on critical research within the global	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B7	Critically evaluate research and enquiry methodologies to develop skills to identify approaches to new or complex challenges and uncertainties that can affect organisations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B8	Construct and demonstrate self-directed research project and evidence advanced originality of research within management and healthcare management, demonstrating a variety or research techniques, enquiry and methodologies in quantitative data, qualitative data or a mixed approach, and to form judgement, critical observation and intended outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C1	Apply relevant communication channels, methods and tools throughout business and management situations, to seek collaborative and insights-focused information for decision-making across a range of complex management issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C2	Interpret management information systems and data metrics for management decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C3	Demonstrate ethical and corporate social responsibility across business functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C4	Demonstrate subject appropriate research and knowledge, which proposes higher level critical thinking, problem solving and solutions within a contemporary business and ethical context.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C5	Communicate complex ideas verbally and in writing, with a high level of fluency and academic expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C6	Evidence and promotion of innovative solutions to problems, by forming research questions and appropriate strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
C7	Demonstrate effective administrative, management, leadership skills as managers of change in complex and changing organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
D1	Demonstrate critical awareness of ethics and social responsibility within the management function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D2	Apply independent learning, utilising a range of University resources and other methods and tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D3	Demonstrate continuous professional development through research, independent study, engagement with learning materials, activities and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D4	Demonstrate knowledge and understanding of business operations and management of functions, that articulate knowledge and understanding of strategic and operational impact within business nationally and globally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D5	Work independently, making decisions in complex situations, with self-direction and self-management to achieve their own personal and professional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D6	Demonstrate an in-depth understanding of the healthcare economy, and its effects on the global political environment, market reforms, investments and policy making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
D7	Synthesize strategic discourse with operational structures thereby forming strong links between theory and practice (<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

As this programme is being delivered 100% online via Canvas VLE to students who will work at a distance, it is important to provide a learning experience that suits the students' study context. In addition, it will also have to be taken into consideration the fact that online distance learning (DL) students in part time study are typically professionals in early-stage often full-time employment, who have busy work and home lives and hence are time-poor, tending to be strategic in approaching their studies.

In view of these expectations, the learning and teaching approach has the following characteristics. Each 15-credit module is broken into 7 study weeks, with a further week for completion of final assessment. Each week is treated as a distinct learning portion, with separate content presentation and deadlines for the completion of learning activities. The structured integration of knowledge, presentation, content and practice activities is provided in order for the students to have the opportunity to investigate and apply the learning content as well as demonstrate their level of progress through the use of the VLE tools, such as discussion boards and quizzes. Sections of content, with associated activities, are used in order to make the modules accessible and digestible, and to enable the students to demonstrate their progress and acquisition of knowledge and skills. Similarly, this provides opportunities for the module leader and tutors to provide feedback, support and intervention where required. Knowledge and understanding are developed through the use of a variety of content presentation methods, such as online videos, narrated presentation (micro-lectures), text content written by the module leader, hyperlinked web content, digital reading resources, and the students' own research and collaboration.

The aim is to use a variety of these methods to assist the students to remain engaged. Skills development is facilitated using a variety of learning activities, presented through the VLE. Online forums will be used for discursive and collaborative tasks and students may be asked to work together in whole-class or small group activities. Students will carry out research, reflect on their own professional practice, collaborate on the development of reports and presentations, and carry out practice activities appropriate to the module topic.

The use of the online tools for the students to discuss or record their results allows for the module leader and online tutors to see the progress the students are making and to provide constructive feedback. Training support for the use of any required digital tools can be provided. All of these activities will be planned, so that they constructively align with the module and weekly learning outcomes, as well as formative and summative assessment tasks, to ensure their efficacy in enabling the students to achieve the outcomes. The learners' application of their learning and theories presented in the modules is crucial for their successful completion of the programme, and the collaborative tasks planned into the weekly structure provide plenty of opportunity for learners to collaborate and effectively share knowledge and learning with their classmates. This collaboration also provides an excellent opportunity for internationalisation of the teaching content, as it is anticipated that the programme will recruit globally.

Learning and teaching undergoes a change in style at the research project stage. Specialist group supervision is provided to support the student through the various research project stages which make up the submission and work within the confines of the research design and question.

In accordance with sound educational research and current good practice, the programme will be delivered and assessed through a broad range of methods, reflecting the distinctive features of the programme, providing learning opportunities in a supportive environment to ensure knowledge transfer is affected. Regular communication will be scheduled in the form of programme meetings to share best practice and engage in reflective practice from an individual perspective and contribute views for improvement.

2.5 Assessment strategy

The aim of this strategy is to make best use of assessment practices that similarly meet the needs of learners in this context. The nature of the assessment tasks will be derived through a process of constructively aligning these with the learning outcomes and learning activities for the module and will be designed to ensure coverage. When students are working at a distance, it is critical to ensure that they are demonstrating progress through the submission of work in the VLE. This method of learning lends itself well to smaller submissions are more achievable in the working week. Lectures are structured to scaffold student learning through guided instruction, practice, feedback, and assessment. Modules include both formative and summative assessment.

The assessment structure will be two summative assessments, for core and pathway modules. For research methods, the assessment structure will be three summative assessments, and for literature review and management report there will be one 100% submission per module.

Students will have an eighth week to submit their final assignment before moving on to the next module. Students completing their management report will have a sixteenth week to submit the final work. Methods that will facilitate this include accumulative report writing or case studies, portfolios of work, or assessments that build directly on the previous submission and its feedback. Grading and feedback will be provided ahead of any next assessment for each module, unless otherwise stated by the programme leader/principal lecturer/associate dean.

Assessment methods will be varied to include formats such as reports and essays, portfolios of work, reflection and presentations. Most of the summative assessments are individual, but there may be some summative group assessments.

The strategy is to provide a sequence and variety of assessment tasks to reflect the modular learning outcomes which contribute towards the achievement of the award. Assessments are written in a manner which incorporates subject specific theory and content together with consideration of professional practice and educational scholarship based on current scenarios, where applicable. Each assessment pack includes the standard Masters level marking criteria as a foundation for consistency and provides clarity with regard to the subsequent academic judgements. Feedback provision will be in accordance with current policies and practices in place throughout the University to support ongoing progression and development. Up to date details are provided in the Programme Handbook. All assessments are subject to inclusion in current quality practices which include second marking of a satisfactory sample and external examiner scrutiny. The following pages contain details of indicative assessment types, which will be a varied mix of assessment types. More specific detail can be found in the module specification, and of modules to be delivered on the carousel model.

The assessment type and weighting has been structured to take account of previous student feedback from the Online MBA. Due to the fast-paced nature of this programme, student have previously found it challenging to adjust where module weightings have differed. The standardising of weighting across all modules will mean students will know ahead of each module what their assignment weighting will be, and can plan for this accordingly.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)

2.6 Disclaimer

- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME060
3.2	Cost centre	GABP
3.3	Course type (HESA)	N/A
3.4	Fee model	Other (Exceptional Fee as specified on website) Online/Partner programme fees
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	Distance Learning
3.	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Rebecca Ephraim
3.10	Date of Approval	08/06/26 - commencing September 2026
3.11	Date and type of Revision	06/26 Revalidation, change of modules ONL733 replacing ONLM711 and ONL734 replacing ONLM709