

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 Rheoli Gwasanaethau Iechyd Rhyngwladol gyda Ymarfer Uwch MSc International Health Services Management with Advanced Practice
1.4	Exit awards and titles	Postgraduate Certificate in International Health Services Management Postgraduate Diploma in International Health Services Management with Advanced Practice
1.5	Credit requirements	240 credits – MSc International Health Services Management with Advanced Practice 180 credits – Postgraduate Diploma in International Health Services Management with Advanced Practice 60 credits – Postgraduate Certificate in International Health Services Management
1.6	Intake points	September, January, June
1.7	Mode of study	Full time
1.8	Length of delivery	1.5 years/18 months
1.9	Location of delivery	Plas Coch Campus, Wrexham University
1.10	Language of delivery	English
1.11	Faculty	Business School
1.12	Subject area	Business and Management in Health Services
1.13	HECoS Code	100079
1.14	Suitable for applicants requiring a Student Visa?	Yes – full time students, on campus delivery only
1.15	Is DBS check required on entry?	No

Section 1 – regulatory details		
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	QAA Subject benchmark statements: https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements?indexCatalogue=documents-and-pages-for-sbs&searchQuery=sport https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-business-and-management
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	The Advanced Practice award includes a work placement or work based learning element which is embedded in module ADP701.
1.22	Length and level of the placement	3 months
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme
<ol style="list-style-type: none"> 1. Develop a critical understanding of global health services environments. 2. Build management, strategic leadership, and decision-making capabilities within complex health services settings. 3. Lead and promote ethical and sustainable approaches in business health services management. 4. Develop knowledge and application of analytical tools for business intelligence and strategic decision-making. 5. Build capability in professional business health policy analysis. 6. Develop operational and systems thinking skills. 7. Analyse complex change, and business health challenges in an international context.

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure Sept intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
7	BUS7F7	Challenges and Ethics in Global Health Services	30	Core	1, 2, 3

Full-time Programme Structure Sept intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
7	BUS7F8	Strategic Leadership in Healthcare	30	Core	1, 2, 3
7	BUS7F9	Strategic Management in Health	30	Core	1, 2, 3
7	BUS7F3	Business Analytics and AI	30	Core	1, 2, 3
7	BUS7E4	Capstone Project	60	Core	1, 2, 3
7	ADP701	Advanced Practice	60	Option	1, 2, 3

Full-time Programme Structure Jan intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
7	BUS7F7	Challenges and Ethics in Global Health Services	30	Core	1, 2, 3
7	BUS7F8	Strategic Leadership in Healthcare	30	Core	1, 2, 3
7	BUS7F9	Strategic Management in Health	30	Core	1, 2, 3
7	BUS7F3	Analytics and AI in Health Services Management	30	Core	1, 2, 3
7	BUS7E4	Capstone Project	60	Core	1, 2, 3
7	ADP701	Advanced Practice	60	Option	1, 2, 3

Full-time Programme Structure June intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
7	BUS7F7	Challenges and Ethics in Global Health Services	30	Core	1, 2, 3
7	BUS7F8	Strategic Leadership in Healthcare	30	Core	1, 2, 3
7	BUS7F9	Strategic Management in Health	30	Core	1, 2, 3
7	BUS7F3	Analytics and AI in Health Services Management	30	Core	1, 2, 3
7	BUS7E4	Capstone Project	60	Core	1, 2, 3
7	ADP701	Advanced Practice	60	Option	1, 2, 3

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip with Advanced Practice (L7)	Masters with Advanced Practice (L7)	Optional Ref (PSRB standards)
1	Critically evaluate advanced leadership theories within organisational change, complexity, and uncertainty.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
2	Analyse the inter-relationship between leadership, strategy, organisational culture within a decision-making context.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
3	Synthesise sources of evidence such as AI, digital transformation, sustainability, and workforce dynamics to identify strategic challenges and generate innovative, ethically grounded leadership solutions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
4	Formulate strategic problem-solving techniques to navigate ambiguity and competing priorities using a range of tools.	<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"/>	NA
5	Critically reflect on your leadership practice, assumptions, and decision-making, to formulate strategic recommendations.	<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"/>	NA
6	Demonstrate critical understanding of global public health policy, health care ethics, and the sustainable healthcare agenda.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
7	Develop a critical awareness of approaches to improving global public health, including the roles of systems, policies, and practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
8	Synthesise the challenges, barriers and ethical arguments facing the global health economy and on healthcare services, service users, and policy makers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
9	Develop skills in data analysis, demonstrating effective use of appropriate health-service relevant analytical tools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
10	Present a reasoned argument to justify the leadership and managements skills needed to ensure the effective operation of global health services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip with Advanced Practice (L7)	Masters with Advanced Practice (L7)	Optional Ref (PSRB standards)
11	Demonstrate independent learning ability and self-reflection of one's own research journey and findings as well as one's approach to communication and collaboration with others when identifying solutions and being able to present these to a wide audience of stakeholders via conference material.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
12	Critically evaluate the role of healthcare leaders and healthcare managers in strengthening health systems, processes, and services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
13	Critically discuss the importance of collaborative cross-boundary working within the context of health service organization at multiple levels and in addressing changing contemporary health care needs locally, nationally, and internationally.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
14	Demonstrate effective reflective practice within an academic setting.	<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"/>	NA
15	Explore and identify a suitable topic for research demonstrating a critical awareness on specific business issue/problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NA
16	Critically analyse a body of academic and professional literature in relation to the identified specific business issue/problem	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NA
17	Synthesise and critically apply systematic understanding and new insights based on business intelligence	<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"/>	NA
18	Propose relevant solution(s) through the application of frameworks, models, and theories to address the business issue/problem	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NA

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip with Advanced Practice (L7)	Masters with Advanced Practice (L7)	Optional Ref (PSRB standards)
19	Write final report and executive summary for presentation to senior managers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NA
20	Critically analyse, evaluate, and discuss the leadership theories, skills, knowledge, competencies, and qualities needed to successfully lead strategic healthcare services, and reflect on their measurement to ensure they work effectively and efficiently across a wide range of health environment contexts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
21	Synthesize coherent arguments to engage in debate, drawing on existing knowledge and theory and through action learning to propose effective solutions to contemporary healthcare management dilemmas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA
22	Demonstrate complex application of knowledge and skills, gained via the taught phase of their postgraduate studies, to activities undertaken at work placement. (Advanced Practice)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA

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

2.4 Learning and teaching strategy

The teaching and learning strategy for this programme underpins Wrexham University's commitment to Universal Design for Learning (UDL); the key principle of which holds that learners are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. This programme applies the University's Active Learning Framework (ALF) supporting accessible, and flexible learning. The faculty implements the standards laid down in the University's Academic Regulations, Policies and Procedures and provides each module with a module handbook, providing full details of the aims and learning outcomes relevant to the module and how teaching will be processed. The module handbook also provides information on the assessments, hand in dates, tutor support arrangements, and a reading list.

This programme is delivered by a team of experienced, academics who are specialists in their field, with pedagogical approaches that support a range of delivery modes, including face to face, hybrid, blended, hyflex, simultaneous broadcast, and/or multi-room teaching. In accordance with sound educational research and current best 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 learners receive an excellent learning experience. Learners have access to a variety of opportunities. Teaching of the full-time programme will be campus-based, with opportunities for flexible, blended delivery for home learners. International learners will be taught on campus only. The part time programme is open to home or non-visa students only, again with options for flexible or blended delivery where stated. Other types of learning may include seminars, tutorials, symposiums, conferences group or team work. Learners will have access to pre-recorded materials and online/Moodle activities; all of which are designed to support and scaffold learning, and develop critical thinking, judgement, and problem-solving skills.

Learners will be expected to engage with key issues by drawing on case studies and practical knowledge and experiences in the world of business and the sports industry. During lectures learners will be expected to participate in group and individual work, discussions, debates, role play, and projects. Learners will have access to a personal tutor. The programme has a strong focus on the university's employability framework. This and other aspects of learner support, assessment and learning are embedded in the University's Strategy for Supporting Student Learning and Assessment (SSSLA). This programme is aligned to the University's Vision and Strategy 2030, focussing upon the domain of outstanding teaching and learning experience, which is compassionate, inclusive and supports learner's wellbeing, confidence, and achievement.

2.5 Assessment strategy

Formative feedback plays a key role in supporting learning and preparing learners for the summative requirements of the MSc International Health Services Management. The specific format and timing of formative tasks may vary from year to year, as the programme team actively responds to learner feedback gathered through Student Evaluation Monitoring Surveys (SEMS), Student Voice Forums, and informal feedback opportunities. This responsive approach ensures that formative activities remain relevant, meaningful, and aligned to current cohort needs.

2.5 Assessment strategy

Examples of formative activities may include draft submissions, workshop-based tasks, group presentations, problem-solving exercises, case study discussions, or short reflective pieces. These activities are designed to provide learners with early opportunities to practise key skills, engage with programme content, and receive constructive academic guidance before completing summative assessments.

Feedback on summative assessments within the MSc International Health Services Management is designed to be clear, developmental, and closely aligned with the programme's learning outcomes. All assessed work is marked explicitly via a rubric, against the relevant learning outcomes for each module, ensuring that learners receive transparent guidance on how they meet the expected Level 7 standards. Markers provide detailed commentary that highlights strengths, identifies areas for improvement, and offers specific direction on how learners can enhance future work.

Examples of assessment can include written submissions (e.g. reports, essays, executive summaries), in-person, video, PowerPoint, or voice presentations, portfolios, group projects, written or voice reflections and reflective practice. Some assignments may require group or team participation.

Assessments are weighted representative of (or as close to) the associated word count.

To create a more personalised and supportive feedback experience, the programme can offer where able a blended feedback model. This can include academic staff providing verbal voice-note feedback, offering a concise overview of key themes in the learner's performance. Audio summaries allow markers to communicate tone, emphasis, and nuanced guidance, supporting deeper learner understanding of their feedback.

In addition to audio commentary, staff can also provide written comments directly on the submitted work. These text-based notes offer targeted, actionable observations relating to structure, argument, use of evidence, academic writing, and application of theory to practice. Where able, this combination of voice-note and written feedback provides learners with both a high-level perspective and detailed, point-by-point guidance.

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

Section 3 – Programme set up (office use only)

3.1	Framework	tbc
3.2	Board dates (progression)	Choose an item. Linked to Framework selection only complete if non-standard.
3.3	Cost centre	

Section 3 – Programme set up (office use only)		
3.4	Course type (HESA)	Choose an item.
3.5	Fee model	Choose an item. If other, please specify To include a rationale
3.6	In-year resits	tbc
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Choose an item.
3.8	Progression points	
3.9	Semesters per intake	3 If other, please specify
3.10	Semesters per progression point	3 If other, please specify
3.11	Start and end dates	Choose an item. If other, please specify
3.12	Student funding model	
3.13	Does the Suitability for Practice Procedure apply to the programme?	No
3.14	Programme Leader	Emma Taylor/Jill Newman
3.15	Date of Approval	
3.16	Date and type of Revision	