PRIFYSGOL

glyndŵr
UNIVERSITY

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University, Coleg Llandrillo and Coleg Menai
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	Dip HE / Cert HE Health & Care Studies
Award title	Dip HE / Cert HE Health & Care Studies
JACS 2 code	B700
UCAS code (to be completed by admissions)	
Relevant QAA subject benchmark statement/s	
Other external and internal reference points used to inform the programme outcomes	Sector Skills Council, Skills for Health Skills for Health CPD Framework NHS Career Framework
Mode/s of study *(p/t, f/t, distance learning)*	Part time
Language of study	English

Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

Students may access this programme at either the certificate or diploma levels:

To be accepted onto this programme candidates must:

  i. Hold a minimum of an NVQ Level 3 or an equivalent Level 3 qualification in care or in a related area in health or social care;
and
  ii. Be employed in a health or social care context.

Advanced Standing:

  i. Candidates who have accumulated 120 credits at Level 4 through completion of a pre-registration nursing or midwifery programme may access Level 5 of this programme

  ii. Candidates who have accumulated 120 credits at Level 4 through completion of a health/social care or health/social care related programme and are employed in a health or social care context may access Level 5 of this programme.

Aims of the programme

The programme aims to provide flexible learning opportunities at Levels 4 and 5 for health and social care assistant practitioners and at Level 5 for registered nursing or midwifery practitioners, which will 1) enhance their practitioner skills and, hence, their career development, 2) open opportunities for them to progress to studies at degree level and beyond as they progress upwards on the healthcare skills escalator and 3) meet employers' requirements for a competent workforce.

Distinctive features of the programme

The programme provides flexible learning opportunities at Levels 4 and 5 for health care assistants which will provide them with a career ladder which could take them into programmes leading to professional education or, alternatively, into specialist clinical, managerial or education roles within their own area of practice. Students may exit with a Certificate of Higher Education, a Diploma of Higher Education or may progress on to a degree level programme within the School. The key feature is that students will be able to study at their own pace by engaging in negotiated 'bite-sized' learning opportunities and will emerge from each 'bite' of learning being able to demonstrate achievement of National

Occupational Standards (NOS) relevant to their area of practice. For their employer, the link to NOS will be invaluable as they build a competent workforce to meet changing health/social care needs.

For registered practitioners learning opportunities at Level 5 will provide a gateway to further study at degree level and beyond.

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

The design and delivery of this programme reflects national recommendations for the future provision of higher education [*The Leitch Report* (2005), *Graham Review of part-time HE study in Wales* (2006), *'One- Wales'* (2007), *The Webb Review* (2007), *'The Economic Contribution of Higher Education in Wales'* (2007)]. It represents a new development within the University and suggests one template for the provision of flexible learning to meet both the needs of students and the requirements of health and social care employers providing widely diverse and constantly evolving services. The programme, therefore, displays the following characteristics:

While there are core modules which students must study at both Levels 4 and 5 to achieve an award. and relevant approved optional modules available which students may choose to study, the programme is in essence a 'construction' or 'open paradigm' comprising negotiated modules. Negotiated modules may be used to develop quality-assured learning packages to meet student and employer needs and which reflect Skills for Health *Learning Design Principles.* Students may undertake up to 80 credits of negotiated learning at each level.

Although it will be strongly recommended that all students accessing the programme at Level 4 initially undertake *Personal and Career Development (1)* to enhance their likelihood of success during their studies, students may undertake one negotiated Level 4 module as their first experience of studying on this programme. Subsequently, they will be required to undertake *Personal and Career Development (1)* before any further study. All students will, in addition, need to successfully complete the remaining 'core' modules within that level *Communicating and Interacting,* and *Protecting People* to qualify for the certificate award.

Similarly at Level 5, students progressing from Level 4 will be expected to undertake *Personal and Career Development (2)* initially before undertaking further study. Registered nurses and midwives accessing the programme at Level 5 will not be required to take this module as the majority would already be using a PDP to guide their professional career development. All students will be required to complete the core module *Research Foundations* to achieve the diploma in higher education.

In line with current policy recommendations, the programme is designed for the 'non standard' student – someone who is also in full-time employment and who may not undertake a full programme leading to an award, but may 'step on' and 'step off' over a period of time, undertaking 'bites of learning' as required for their personal or career development, or as required by their employer.

Delivery of the programme will not conform to the normal two semester academic year, and negotiated modules, in particular, will be offered as demand arises throughout the calendar year. This is already standard practice in nursing courses in the Department. Core and approved modules will be offered regularly with clear start and finish dates but not necessarily related to semesters.

Initially, it is the intention of the team to offer the following modules:

	Core/ Option	Module	Credit
L E V E L **4**	C*	*Personal and Career Development (1)*	10
	C	*Communicating and Interacting*	10
	C	*Protecting People*	10
	O	*Negotiated Modules in Health or Social Care*	5, 10 or 20
	O	*Principles of Caring*	20
	O	*Equality and Rights*	10
	O	*Caring for People with an Advanced Life-limiting Condition*	20
	O	*Developing Study Skills*	10

all students are required to undertake this module, if not as the first module studied, prior to studying a second module (other than Negotiated Modules) on the programme

	Core/ Option	Module	Credit
L E V E L **5**	C/O*	*Personal and Career Development (2)*	10
	C	*Research Foundations*	20
	O	*Theoretical Perspectives of Care*	20
	O	*Mentoring and Assessing in the Workplace*	20
	O	*Promoting Health and Well-being*	10
	O	*Supporting Individuals and Families through the Experience of Loss*	10
	O	*Negotiated Modules Health or Social Care*	10 or 20

* Core for students progressing from L4; for students who are registered nurses or midwives accessing the programme at L5, this module is optional.

Once the content of future negotiated modules becomes known, and, if certain learning packages are required on an ongoing basis, the programme team will add these as approved modules to the programme using the minor modifications procedure.

Completion of the award:

i.   Student must normally complete a minimum of 40 credits in any one academic year.
ii. Students must normally complete the diploma award within a maximum period of 8

years or the certificate award within a maximum period of 4 years.

Students who have successfully completed 120 Level 4 credits and who find themselves unable to continue with the programme, are entitled to the exit award of Certificate of Higher Education in Health and Care Studies.

To be awarded the Diploma of Higher Education in Health and Care Studies, students must successfully complete 120 Level 4 and 120 Level 5 credits.

Intended learning outcomes of the programme

Level 4:

A   Knowledge and understanding:
By the end of Level 4, students will be able to

A1   Demonstrate knowledge of the underlying concepts and principles associated with health and social care in the context in which they are practising;
A2   Demonstrate the ability to present, evaluate, and interpret qualitative and quantitative data as it pertains to the evidence on which their practice is based.

B   Intellectual skills:
By the end of Level 4,students will be able to

B1   Demonstrate an ability to evaluate and interpret the concepts and principles of health and social care practice within the context in which they are practising;
B2   Develop lines of argument and make competent judgements in accordance with basic theories and concepts in their area of health or social care practice.
B3   Evaluate the appropriateness of different approaches to solving problems related to their area of work.

C   Subject and other skills:
By the end of Level 4,students will be able to

C1   Demonstrate decision-making equivalent to his/her level of responsibility in practice;
C2   Deploy key techniques of health or social care competently.

D   Professional Skills and abilities and Employability Skills and abilities
By the end of Level 4, students will be able to:

D1   Demonstrates qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
D2   Communicate the results of their study/practice accurately and reliably and with structured and coherent arguments;
D3   Demonstrate the ability to identify and undertake further training and develop new skills within a structured and managed environment.

Level 5

A   Knowledge and understanding:
By the end of the programme students will be able to

A1   Demonstrate knowledge and critical understanding of well-established principles in health or social care practice and of the way in which those principles have developed;
A2   Critically discuss theories and principles underpinning care delivery within their own area of practice
A3   Demonstrate knowledge of the main methods of enquiry in health or social care.

B   Intellectual skills:
By the end of the programme students will be able to

B1   Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
B2   Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
B3   Demonstrate the ability to evaluate critically the appropriateness of different approaches to solving problems in health or social care practice;
B4   Demonstrate an understanding of the limits of their knowledge, and how this influences assessment, analysis of situations and problem-solving in the practice context.

C   Subject and other skills:
By the end of the programme students will be able to

C1   Demonstrate decision-making equivalent to his/her level of responsibility in practice;
C2   Deploy key techniques of health or social care effectively;

D   Professional Skills and abilities and Employability Skills and abilities
By the end of the programme students will be able to:

D1   Exercise personal responsibility;
D2   Effectively communicate information, arguments and analysis, in a variety of forms;
D3   Undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within their workplace.

Transferable Skills

By the end of the programme students will demonstrate transferable skills such as:

- Proficient literacy and numeracy skills;
- Effective reflection on personal and professional development and on professional practice;
- Effective strategies to enable personal and professional development;
- Proficient planning, organizational and study skills;
- Effective verbal and written communication skills;

- Personal responsibility and self-direction;
- Effective communication in a multi-disciplinary context and anti-discriminatory way;
- Competent skills in the search for and retrieval of information, and use of libraries and other sources of information;
- Proficient use of information technology to support study and practice.

Curriculum Map demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules

	Module Title	Core/Option	Knowledge & understanding			Intellectual skills				Subject and other skills		Professional and Employability skills and abilities		
			A1	A2	A3	B1	B2	B3	B4	C1	C2	D1	D2	D3
L E V E L 4	Personal and Career Development (1)	C										√	√	√
	Communicating and Interacting	C	√	√		√						√	√	
	Protecting People	C	√	√							√	√	√	
	Principles of Caring	O	√	√	√	√	√	√		√		√	√	
	Equality and Rights	O	√	√							√	√	√	
	Caring for People with an Advanced Life-limiting Condition	O	√	√	√	√	√	√	√	√	√	√	√	
	Negotiate Modules in Health or Social Care (5 credits)	O	√							√	√	√	√	√
	Negotiate Modules in Health or Social Care (10 credits)	O	√	√	√		√		√	√		√	√	√
	Negotiate Modules in Health or Social Care (20 credits)	O	√	√	√	√	√	√	√	√	√	√	√	√
	Developing Study Skills (10 credits)	O	√					√				√		√
L E V E L 5	Personal and Career Development (2)	C		√					√			√		√
	Research Foundations in Health Care	C	√	√	√	√		√	√	√		√	√	
	Theoretical Perspectives of Care	C	√	√		√	√	√					√	
	Mentoring and Assessing in the Workplace	C	√	√		√	√	√			√	√	√	
	Promoting Health and Well-being	O	√	√		√	√	√			√	√	√	
	Supporting Individuals and Families through the Experience of Loss	O	√	√	√	√	√			√	√	√	√	
	Negotiated Modules in Health or Social Care (10 credits)	O	√	√	√	√	√		√	√	√	√		√
	Negotiated Modules in Health or Social Care (20 credits)	O	√	√	√	√	√	√	√	√	√	√	√	√

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

Teaching and learning methods used are appropriate to the learning outcomes and context. Learning opportunities for initial cohorts at Level 4 will be predominately classroom and practice-based supported by on-line resources such as Moodle. Once evaluated, the practice-based and blended learning opportunities will be expanded to fit with employer requirements. At Level 5, more taught sessions will be provided as at this level it is expected that both students and employers will require more practice-related 'theory' and specific material. Classroom based strategies include lectures, discussion groups, problem-solving sessions and case-based learning.

Practice-based Learning
It is anticipated that for the initial cohorts, the amount of practice-based learning will be limited but that, as the course develops and the needs of employers and students becomes clearer, the proportion will increase. The use of practice-based learning is a common strategy to practitioner programmes at all levels within the Department and a learning contract between the student, mentor and lecturer, forms the basis of this arrangement. Appropriate systems are in place to prepare and monitor both the placement and those supervising student learning.

The practice or work-based learning approach, which will be employed with students on this programme, has been used in nurse education since the early 1990s when, with the introduction of Project 2000, the well-establish 'apprenticeship model' based on a behaviourist paradigm, was altered to one that reflects the following characteristics described by Foster (1996):

1. It will be performance-related, focusing on tasks arising in the workplace.
2. It will problem-based, focused on tackling practice-based problems in the delivery of care.
3. It will be autonomously managed, with learners taking a large measure of responsibility for ensuring that they learn from their work activities.
4. It will be concerned with performance enhancement, and updating and upgrading of experience, which is now a normal feature of most people's work experience.

The strategy used will encompass 'on the job' learning described in the *Introduction to the NHS Knowledge and Skills Framework* (DH, 2004) which involves: reflecting on own work, supervision (e.g. clinical/professional), project work, attachments, or secondments, work shadowing, 'acting up', receiving coaching, being mentored, coaching, demonstrating and teaching and training others. It will also include 'off the job' learning through classroom-based and directed study employing a wide range of general or specifically prepared materials.

To achieve outcomes A1, B1, B2, B3, B4, C1 and C2 practice-based learning activities will include observation, coaching and mentoring by other appropriate staff members, participating in care activities, short secondments, project work and crucially critical self-reflection. Practice-based learning will be supported by 'taught' material i.e. underpinning knowledge, delivered by lecturers or other practitioners in the field supplemented, as indicated earlier by internet based and other learning resources to ensure the achievement of outcomes A1, A2 and A3.

Theoretical and practice–based learning and assessment strategies used throughout the programme will facilitate the development of transferable and employment skills as articulated in programme outcomes D1 through D3.

As indicated earlier, where appropriate in negotiated modules, modular outcomes will be linked to National Occupational Standards as well as to programme outcomes.

Students will also receive 1 hour tutorial per semester. This may be provided on an individual or a group tutorial basis.

The Role of the Mentor in Practice-based Learning
The role of the mentor, in all cases, is that of a facilitator of learning for the student. This may include some one-to one 'teaching' or guidance to the student, acting as a 'supervisor' either directly or indirectly, or guiding and helping the student to gain specific experiences. The specific responsibilities of the mentor are identified and agreed to in the learning contract which is used in all instances where practice-based learning (and assessment) are part of the module. As all mentors in both health and social care would have undergone formal preparation for their role, the approach to experiential learning described by Steinaker and Bell (1979) would be familiar to them and guide their approach to their role.

Where assessment of practice is required as part of the learning package, the mentor will be required to take on the responsibility for the assessment of the student's competence in practice. This, too, would be part of the learning agreement between the module leader, employer, mentor and student. As the preparation of practice mentors enables them to assess students in practice, this would not raise any particular concerns. In addition to the fact that, as practitioners themselves, mentors can recognise competent practice. The NOS which would form the basis of the practice assessment are very clear about the knowledge skills and attitudes required to demonstrate competence and would be used to guide the mentor.

Negotiated Modules - Individual Learning Packages
Although most negotiated modules are delivered to groups of students, some students will require an individual learning contract. The Department has in place a tried and tested system for this as individual learning contracts are a feature of many of our professional programmes. Where an individual learning contract is required for a negotiated module, the Programme Leader will be responsible, with an appropriate lecturer, for drawing up the contract and monitoring its progress.

Supporting Student Learning
The programme team are very aware that students attracted to this programme will come from a wider diversity of background in terms of experience of secondary, further and higher education. Students are allocated a personal tutor during induction, whose role is pastoral and who oversees, normally the students' Personal Development Planning. To ensure that all students who have not studied in higher education previously are helped by this process Personal Development Plan is started during *Personal and Professional Development (1)* and continued at L5 with *Personal and Professional Development (2) .*

There is a range of additional support available to students who are experiencing difficulty. Within the University, there are two 'study skills' tutors whose role is entirely to guide and support students in their studies. One of these individuals helps students with problems of literacy and numeracy while the other guides students in 'academic' writing. Additionally students may be referred to the Learning Support Unit where specialised help, such as with dyslexia is available.

Peer support is felt essential for success for students coming, often, from a background when higher education may be the exception rather than the norm. Because the programme team recognise this, 'core' modules have been built into the programme. These modules ensure that, even though much of the negotiated learning would be on an

individual or very small group basis, students will need to engage with a much larger group at points in their progress through the programme. When in this larger group, students will be involved in group learning activities to promote the development of peer support relationships. Students will be encouraged to link with each other outside the classroom – with e-mail and discussion boards. Once one cohort has progressed through the programme, a 'buddy' system will be established should students wish this.

Welsh Medium

Should it be required, modules will be offered through the medium of Welsh at both our partner colleges. A particular strength of the partnership is that both Coleg Llandrillo & Menai are very strong in Welsh medium provisions. Whilst the content is delivered in English, all students have the opportunity to have a tutorial through the medium of Welsh and 100% of the course material can be translated into the Welsh language if required.

Additionally, in line with Glyndŵr University's Welsh Language Policy, assessment of all modules may be undertaken in Welsh if requested in all three educational institutions.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment processes follow the QAA (2006) Code of Practice (Section 6) for the conduct of assessment.

The ways in which module outcomes are assessed will be clearly indicated in the Module Specification Forms, and are summarised in the Assessment Schedule below. Methods used are appropriate and clearly linked to module outcomes.   Assessment methods include written reflections, case studies, presentations, critiques, portfolios as assessment of competence in practice.

All written work, including that required as part of portfolio assessment, is marked using objective Level 4 or 5 criteria as appropriate.

Formative and summative assessment are viewed not as separate entities but as opposite ends of a continuum with uniquely formative or summative assessments occurring relatively rarely (Rowntree, 1977). Hence there is a formative element to all assessments which takes the shape of tutorials with feedback before the student is summatively assessed at the end of the module. The team will incorporate formalised formative assessment, however, if the need for this is identified through programme review or student feedback.

Negotiated modules developed to meet workforce needs will include assessment of competence in practice. Competences are descriptors of the performance criteria, knowledge and understanding that are required to undertake work activities. They describe what individuals need to do and to know to carry out the activity regardless of who performs it. Competences are classified as National Workforce Competences (NWCs) or National Occupational Standards (NOSs). The difference between NWCs and NOSs is that NOSs are approved for use in qualifications. NOSs are linked indicatively to the four levels of the NHS Knowledge and Skills Framework (2004) on which every job specification in the NHS is based. This link provides an indication of the scope and responsibility of the role, and, hence, the level of underpinning knowledge and skills required to meet the NOS. NOS may relate to the role performed by a health care assistant or that carried out by a consultant surgeon.

Core and approved modules will be assessed at the end of the semester in which they are taught. The timing and nature of assessment of negotiated modules will be agreed at the time they are developed.

Assessment schedule

Level 4 Modules	Assessment
Personal and Career Development (1) *(10 credits)*	Portfolio comprising: 1) a written reflection (1000 words), 2) a CV/Résumé and 3) a learning plan.
Communicating and Interacting *(10 credits)*	1) A written reflection based on an incident involving communication (or the lack thereof) in practice (1,500 words) and 2) a presentation highlighting the key points of the reflection (10minutes).
Protecting People *(10 credits)*	A written case study based on a given scenario (2,000)
Principles of Caring *(20 credits)*	A presentation (15 minutes) related to 2) a written assignment (2,500 words).
Equality and Rights *(10 credits)*	Written assignment (1,500 – 2,000 words)
Caring for People with an Advanced Life-limiting Condition *(20 credits)*	1) A case study (2,500 words) 2) Assessment of competence in practice (Pass/Refer)
Negotiated Module in Health or Social Care (5) credits	Negotiated - may include any, or a combination of the following to a maximum of 1,,000 words equivalent: reflection, case study, project, presentation, workbook or portfolio with or without assessment of practice.
Negotiated Module in Health or Social Care (10) credits	Negotiated - may include any, or a combination of the following to a maximum of 2,,000 words equivalent: reflection, case study, project, presentation, workbook or portfolio with or without assessment of practice.
Negotiated Module in Health or Social Care (20) credits	Negotiated - may include any, or a combination of the following to a maximum of 2,,500 words equivalent: reflection, case study, project, presentation, workbook or portfolio with or without assessment of practice.
Developing Study Skills	Study Skills Portfolio comprising a literature search and précis
Level 5 Modules	
Personal and Career Development (2) (10 credits)	Additions to the portfolio started in Personal and Career Development (1) of a written reflection (1,500 words) and a Personal Development Plan (Pass/Refer).
Research Foundations (20 credits)	a written critique of a published research article/report. (2,500 – 3,000 words)
Theoretical Perspectives of Care (20 credits)	1) a written essay (2,000 words) and 2) a critical reflection (1,000 words)
Mentoring and Assessing in the Workplace (20 credits)	(1) an outline plan designed to facilitate learning for a specified purpose (maximum 1,000 words) and (2) a reflective log of the student's interaction with a

	mentee identifying and examining influential factors in the mentoring-learning process (maximum 1,500 words)
Promoting Health and Well-being (10 credits)	1) a presentation to peers about how the student would approach promoting health with a patient/client or group of individuals (15 minutes) supported by 2) a written rationale about why they chose the approach they used (1,500 words)
Supporting Individuals and Families through the Experience of Loss (10 credits)	Portfolio comprising 1) A reflective account (1,500 words) and 2) Assessment of competence in practice (Pass/Refer)
Negotiated Modules Health or Social Care (10 credits)	Negotiated: 1,500 – 2,000 word equivalent. comprising any of the following: reflection, case study, project, presentation, workbook or portfolio with or without assessment of practice If competence related 1) written work (1,000 – 1,500) words and Assessment of competence in practice (Pass/Refer)
Negotiated Modules Health or Social Care (20 credits)	Negotiated: 2,500 – 3,000 word equivalent comprising any of the following: reflection, case study, project, presentation, workbook or portfolio with or without assessment of practice. If competence related 1) written work (1,500 – 2,000) words and Assessment of competence in practice (Pass/Refer)

Assessment regulations that apply to the programme

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.
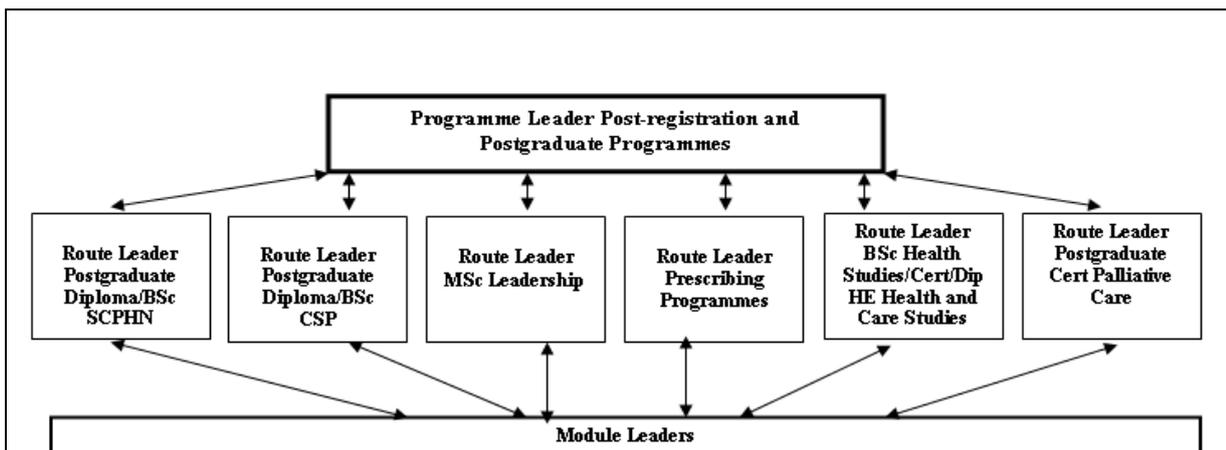
Programme Management

(A) Programme Delivery and Management

Management of programme delivery will fall within the current proven structures for the delivery of a complex matrix of programmes offered within the Health Subject.

This route will, initially, fall within the responsibilities of the Post-registration and Postgraduate Programme Leader. The Programme Leader will also be responsible for the monitoring of the programme under the franchise arrangements with Coleg Menai and Coleg Llandrillo.

The Programme Leader is supported by a number of Route Leaders who, working with module leaders, take day to day responsibility for the management of delivery. The leadership for this route currently lies under the individual who is Route Leader for the BSc Health Studies but it is anticipated that a separate Route Leader for the Certificate/Diploma will be identified once approval has been given.

That structure will be, as currently, on three levels - Programme Leader, Route Leader and Module Leader. Co-ordination is assured by regular team meetings as well as informal but regular liaison between the Programme Leader and Route Leaders.

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Programme Leader Post-registration and
        Postgraduate Programmes
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Route Leader        Route Leader        Route Leader        Route Leader        Route Leader        Route Leader
Postgraduate        Postgraduate        MSc Leadership      Prescribing         BSc Health          Postgraduate
Diploma/BSc         Diploma/BSc                             Programmes          Studies/Cert/Dip    Cert Palliative
SCPHN               CSP                                                         HE Health and       Care
                                                                                Care Studies
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Module Leaders
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Programme Delivery Management Structure

Programme Leader

Overall management of the programmes falls with the role of the Programme Leader who is responsible for:

1. Ensuring that all programmes run smoothly and cost effectively including identification of module leaders when vacancies arise (with Route Leaders),
2. Organising and chairing programme meetings,
3. Developing policies and processes related to aspects of quality enhancement for the programmes,
4. Liaising, where appropriate, with Mentors and planning mentor study days with those with a placement/practice experience coordination role,
5. Working with Route Leaders and Module Leaders to expand and enhance the post-registration and postgraduate frameworks and leading on curriculum development,
6. Collating course information and producing reports etc. for various Boards in liaison with Route Leaders e.g. AMR,
7. Leading on programme review, development and validation,
8. Dealing with 'student issues' such as Extenuating Circumstances (with Route Leaders), extensions and student concerns,
9. Promoting and marketing the programmes with Route Leaders,
10. Planning dates for end of year assessment boards and liaising with the External Examiners,
11. Organising student consultative meetings
12. Liaising with PSRBs

Route Leaders

The Route Leader's role is:

1. The overall management of their route or programme through liaison with and support of Module Leaders,
2. Recruitment and selection for the route
3. Planning teaching timetables with Module Leaders
4. Arranging for personal tutors for route students; planning tutorial arrangements for PDP
5. Booking rooms for the Route (liaising with other Route Leaders where there is shared teaching)
6. Production of the Programme Handbook
7. Planning and executing 'First Day' arrangements
8. Liaising with Module Leaders over proposed assessment/assignments and student guidelines and through the Programme Leader liaising with External Examiner

before distribution to students

9. Identification of submission dates and overseeing internal marking in liaison with Module Leaders (notifying the Programme Leader at the beginning of each semester)
10. Monitoring and evaluating the programme - ensuring student feedback takes place and data are collated.
11. Tracking students and ensuring student records are kept up to date,
12. Working with those with a placement/practice experience coordination role to ensure all arrangements for student practice experience are in order (where appropriate),

Role of the Module Leader:
The responsibilities of Module Leaders are broadly ensuring that their module is delivered to the best possible standard i.e.:
1. Developing the scheme of work for the module,
2. Liaising with the Route Leader over management and delivery of module – timetabling, booking rooms, arranging speakers etc.
3. Preparing the module handbook,
4. Provide Route Leader with Module Handbook and timetable,
5. Providing academic support for students in completion of assessments
6. Arranging marking for the module in discussion with the Route Leader
7. Evaluating the module and forwarding results to the Route Leader

In addition, those programmes with a practice component have a named individual (Link Lecturer) for each practice placement used who liaises with the student and managers/staff of the placement. The specific role of this individual is:
1. Arrange for the annual audit/workplace profiling of practice placements;
2. Liaise with the Route Leader to ensure the student's experience and optimum learning environment while in practice.

Tracking of Student Progress
As with all students of the University, these students will be tracked on the Student Information Tracking System (SITS). An arrangement is already operational with Student Data Services, which allows the tracking of students through a number of negotiated modules.

Administrative Management
The Department has considerable experience in managing this flexible type of programme having, for some years, offered part-time post-registration nursing programmes which include modules from diploma to masters levels where students 'step on and step of' over a period of years before completing an award.

Currently there are in the region of 120 students undertaking post-registration and postgraduate programmes within the Department, of which only around one third are taking a 'standard' programme, known in advance, on a full or part-time basis. The remainder take, in addition to their core modules, a selection of options including negotiated modules to meet their individual learning needs.   The current provision is well supported by 1.5 FTE administrative staff.

The numbers of negotiated modules which have been developed for individual students using a learning contract, as well as for groups of students, are beginning to increase substantially and this programme will add to that number from next autumn. Currently this is being managed efficiently through close liaison between the programme administrator, module leaders, the Programme Leader and Student Data Services. It is recognised, however, that there will be an increased demand on administrative staff as this programme starts to be delivered. Appointment of a designated administrator/contract manager has

been agreed and is awaiting final sign-off. This person will manage and track the progress of students all students, including those on this programme, from the NHS Trust with whom the University holds a contract. This will relieve burden on current administrative staff to allow them to pick up oversight of Level 4 students.

Additionally, it is expected that the partner colleges will provide administrative support to students accessing this programme at their sites, just as they will need to provide the teaching resource to deliver the modules

Management of Negotiated Modules

The Programme Leader is responsible for overseeing the development and delivery of all negotiated modules. The need to develop a learning contract or learning package specification within the framework of negotiated modules is initially discussed with the Programme Leader. At this point the viability and the most cost-effective means of meeting the need are reviewed. Once the development of the learning package is agreed in principle, the Programme Leader brings the proposal to the first available Health Management Team (HMT) meeting (of which he/she is a member) where any resource implications are discussed.   Following agreement by HMT, the learning contract is developed with the student or the learning package (module) specification/timetable is put together with the service provider commissioning the package.   At the next monthly Programme Team Meeting (PTM), the learning package is discussed to ensure its academic soundness and coherence with the overall programme outcomes. This process usually takes about 4 weeks. The proceedings of both HMT and PTM are recorded in formal minutes and made available to the Department Management Team meetings as appropriate. Negotiated modules delivered by the FE Partners will be endorsed for use by the partners using the same process.

Due to the amount of negotiated learning within this programme, the External Examiner will be asked to review the negotiated learning periodically to ensure its academic standard and the coherence of the programme.

Once 'group' negotiated modules and individual learning contracts are approved, their delivery is monitored as for any other module offered with both formal and informal student evaluation and annual review by the programme team and the AMR process.

Teaching Resources

It is anticipated that demand on personnel as learning and support resources will be intensive when the programme begins, but once established, and familiarisation with the programme grows, this demand will lessen. The resource requirements must be seen in the overall context of and market for the programme.

Firstly, it must be appreciated that not all students on this programme, especially in its initial years, will be of the 'step on, step off' variety with which the Department is already familiar. Registered nurses and midwives will access L5 of the programme and continue to complete the diploma within a period of a year to eighteen months as a means of completing an award or of accessing study a L6. These students will ensure ongoing 'core' funding as their fees are paid for through the contract with the NHS Trust.

Experience to date with providing negotiated learning at L6 and L7 indicates that the only time additional to what is required to deliver an 'approved' module in the health care subject area is that required to liaise with the employer to determine the content of the module, to write the module specification and scheme of work and to have the module approved though the established processes.

It is anticipated that the majority of learning packages required will be those with a

combination of classroom and practice-based learning and an assessment of competence element developed for a group of students. These would be similar to what is described above with the addition liaison with the mentor which is estimated at 2 hours per student. Currently, when supporting full-time students on 1 to 3 year programmes, lecturers visit practice placements on a regular basis. Such intense face-to-face support of students and mentors in practice, involving travel to the placement, is not envisaged as possible with these programmes. Much of the contact will be through other means – telephone and e-mail although periodic visits to placements will still take place, especially in the early days of the programme.

The individual learning contract developed to meet employer need will be the most resource intensive aspect of programme delivery. The experience of individual negotiated modules is limited to a handful of students, none of whom have required practice based learning or assessment. The delivery of such contracts has involved approximately 6 hours contact time. It is estimate that in addition to the student contact time, a further 6 hours would to be required for liaison with employer, mentor and the student while in practice. As explained earlier in this document, the cost of mentorship would be borne by the employer.

(B) Quality Assurance
The existing Institutional structures for monitoring quality are well established and offer a satisfactory framework for academic management. The current system offers a management structure for undergraduate programmes which consists of:

<u>University Level</u>
      Senate
      Quality Strategy Committee (QSC)
      Student Data Services (responsible for tracking students and student outcomes)

<u>Department Level</u>
      Subject Meetings (Monthly)
      Annual Subject Report (Standards and Quality)

<u>Programme Level</u>
      Annual Monitoring Report
      Programme Team Meetings (Monthly)
      Assessment Boards

The system of programme management and accountability operates principally at Department level. At University level, Student Data Services deals with student enrolment and tracking. The management and oversight of the quality of programmes are the remit of the Programme Leader who is accountable, in turn, to the Academic Head. Monitoring and development of programmes is addressed by the Programme Board and Assessment Boards.

The programme team, which will evolve from the curriculum development team will meet on a regular basis as a means of quality assuring the programme. The Programme Team Meeting will be chaired by the Programme Leader and be attended by all module leaders and lecturers. Particular attention will be paid to monitoring the quality of negotiated modules and evaluative information on these modules will be discussed regularly.

The Programme Leader convenes a Staff Student Consultative Committee (SSCC) once a semester to enable student representatives to raise issues of quality; this feeds into the programme team meeting.

Each year an annual monitoring report (AMR), which reflects monitoring activities and evaluations of all stakeholders, will be submitted by the Programme Leader, in consultation with all module leaders. A section of the evaluative commentary will be devoted to negotiated modules. The AMR is discussed at a specially convened Subject Meeting. Any resource implications or unresolved quality issues are referred to the Academic Head.

Apart from direct student representation on the SSCC, the Subject Board and at the end of year Review of Programmes, student views are obtained by the use of the Univesity's Student Perception of Module (SPOM) surveys plus informal evaluation on an ongoing basis. The Programme Leader meets students informally and formally at students' requests. The team operate an 'open-door' policy. This supplements informal student feedback generated from quarterly meetings arranged by programme leaders.

The 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 curriculum development team has had Subject-wide representation and therefore encompasses representative views of all the fields of study in the Subject. Many of the Department staff on the curriculum development team have extensive and ongoing, current experience of professional practice.

The programme will have external examiners who will monitor the standards and quality of the students' work and attend Assessment Boards.

C. Practice-based Learning Quality Assurance

The flexibility and fitness for purpose of much of the Certificate and Diploma in Health Studies is dependent on the student being able to continue to learn in, or to focus learning in, his/her own workplace/practice setting.

The School of Health, Social Care Sport and Exercise Sciences is very experienced in the monitoring of the quality of practice placements. Monitoring of the quality of practice learning has been a requirement of the PSRB for Nursing for many years. The standards used more than meet those described in the QAA Code of Practice Section 9, *Placement Learning* (2007).

The School would require the same standard for practice-based learning placements as for professional programmes. The Programme Leader would be responsible for ensuring that standards were maintained through ongoing evaluations and Link Teacher's periodic visits to placements for discussions with the student and the individual supporting him/her in their learning.

Particular support for learning

Learning opportunities for initial cohorts will be predominately classroom and practice based supported by on-line resources such as Moodle. Once evaluated, the practice-based and blended learning opportunities will be expanded to fit with employer requirements.

Good library, IT and classroom facilities on all campuses are already accessible to support current programmes. The introduction of the new course will trigger a review, evaluation and possible updating of current library stocks and other resources and allowance for this has been made. Additionally, all students will be employed in NHS Trusts, and will have the right to use the Trusts' substantial library and computing facilities.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students, in compliance with the SENDA legislation. The University warmly welcomes and supports students with disabilities.

Careful consideration has been given to issues surrounding curriculum accessibility and SENDA compliance. Curriculum accessibility forms an essential part of programme and module design, and review.