

# Prifysgol Wreccsam Wrexham University

## PROGRAMME SPECIFICATION

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### Award titles

#### Programme Title(s)

MSc Professional Practice in Health

#### Internal Programme Title(s) (if different to the title on the certificate)

#### Programme to be included in Graduation Ceremonies

Yes

#### Delivery period

September 2021 – 5 years

#### Intake points

September

#### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Wrexham University
<b>Programme delivered by</b>
Wrexham University
<b>Location of delivery</b>
Plas Coch Campus, Wrexham OPTIC Centre, St Asaph
<b>Faculty/Department</b>
Faculty of Social and Life Sciences Department of Nursing
<b>Exit awards available</b>
MSc Professional Practice in Health Post Graduate Diploma in Professional Practice in Health Post Graduate Certificate in Professional Practice in Health
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
<i>There are no PSRB requirements associated with this programme</i> <b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.</b>
Professional Misconduct- Students who hold a PSRB Professional Registration (eg NMC, HCPC) must behave within the codes of conduct dictated by their PSRB. Therefore any significant breaches of confidentiality, or evidence of professional malpractice/ misconduct may result in the relevant PSRB being informed. This will be made clear in the programme handbook.

<b>Regulatory details</b>
<b>HECoS codes</b>
100246
<b>UCAS code</b>
None required
<b>Relevant QAA subject benchmark statement/s</b>
<p>QAA 2020 Master's Degree Characteristic Statements</p> <p>QAA 2019 Health Studies 2019 Subject Benchmark Statements</p> <p>QAA (2014) UK Quality Code for Higher Education (Part A: Setting and Maintaining Academic Standards- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</p>
<b>Mode of study</b>
<p>Blended Learning Part Time</p> <p>Online Learning Part Time</p>
<b>Normal length of study for each mode of study</b>
36 Months Part Time (Maximum Length of Study 60 Months)
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
<p><b>Current Programme- MSc Health Sciences Generic/ Allied Health/ Leadership routes</b></p> <p>In line with University regulations all students will be informed of the change and asked to consider moving to the appropriate part of the new programme. Discussions will be made on an individual basis to ensure that credit is given for modules already studied and no duplication is required. Students who do not wish to transfer to the new programme will be supported to complete the remaining modules/ optional modules to ensure they complete their studies.</p> <p>All students who are currently on suspended studies will be contacted to ensure that they are offered an appropriate programme of study to complete the intended award.</p>
<b>The following University Award Regulations apply to this programme</b>
<p>General Regulations and Definitions</p> <p>Regulations for Taught Masters Degrees</p> <p>Language Admissions Policy</p>

OFFICE USE ONLY	
Date of validation event:	04 February 2021
Date of approval by Academic Board:	22 March 2021
Approved Validation Period:	5 years from September 2021
Transitional arrangements approved (if revalidation)	<i>Students will be encouraged to transfer to the new programme. Students who do not wish to transfer to the new programme will be supported to complete the remaining modules/ optional modules to ensure they complete their studies.</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) July 2022 – admin corrections to RPL section March 2023 – online learning part time added as mode of delivery from Sep 2023 onwards August 2023 – updated assessment strategy for modules NHS7C2, NHS7C5 and NHS7C6 from Sep 2023. October 2023 – added advanced standing for NHS7D2. February 2024 -added advanced standings for NHS794D and EDS745 for implementation from 24-25.</i>

## 1 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

Each application will be considered individually and on its own merits. The Programme Leader will make the final admission decision.

The entry requirements for the MSc Professional Practice in Health are drawn up in accordance with the University's regulations.

Candidates must satisfy/ hold one, or a combination, of the following conditions;

- i) An initial honours degree from Wrexham University or another approved degree awarding body.
- ii) A non-graduate qualification, which the University deems to be of satisfactory standard for the purpose of post-graduate admission.
- iii) Have relevant work experience at a senior level that is deemed to compensate the lack of formal qualifications, and have held a position of management responsibility within the health or social care sector for a minimum of three years within the previous five years

In a case where there is lack of clarity or a need to gain deeper insight into a candidate's suitability for the programme of study, an informal interview with the candidate may be required. This may be undertaken face to face, or via an appropriate online platform. This will allow the candidate an opportunity to provide evidence to the satisfaction of the interview panel of their ability to complete academic work of the required standard in the subject area, and to complete successfully the scheme of study proposed. In addition, candidates who are not able to demonstrate evidence of recent academic study (within the last 5 years) may be made a conditional offer, requiring the student to undertake the Preparation for Academic Success (Level 6) module prior to commencing the Masters level programme.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see our [entry requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see our [English Language entry requirements for details](#)*).

### **Non Standard entry criteria**

None additional

## **2 Record of Prior (Experiential) learning**

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

For RPL to be considered the subject matter must be sufficiently related to the themes within the MSc Professional Practice in Health to demonstrate synchronicity, and to complement the students learning journey. In addition, the subject matter must still be seen to be contemporaneous and current within the health care environment at the time of the RPL/ RPEL request. RPL will be considered up to a maximum of 120 credits in line with WGU Academic Regulations.

Students who are requesting RPL for modules already studied prior to enrolling on the MSc will be guided to complete the RPL form available on the programme Moodle site. RPL will be at the discretion of the Programme leader who will assess if the module/ credits identified for RPL are relevant and current within the context of the MSc Professional Practice in Health. Students may be asked to provide additional evidence to support their RPL request.

Those students who are enrolled on the programme and, through agreement with the Programme Leader, have elected to undertake a level 7/ level 6 module in Part Two which sits outside the suite of core/ optional modules with the MSc will be guided to complete the bespoke RPL form available on the programme Moodle site to ensure that the credits achieved are recognised within the award.

Any student who has studied the modules NUR617 Preparation for Academic Success or NHS7D2 Principles of Wound Care or NHS794D Management of Diabetes or EDS745 Academic Practice in Higher Education at Wrexham University may be awarded Advanced Standing and be exempted from studying and taking the NHS7C6 Negotiated Module on this programme.

Furthermore, any student, who has studied a module/modules from within this validated programme as a Stand Alone Module/Single Module (within a five year period), and achieved the necessary credits, those credits will be imported onto their student record at the end of the programme.

### **3 DBS Requirements**

DBS checks will not be required as there is no additional clinical practice element within the MSc. However, applicants who are engaged and employed in a health related area would be subject to DBS checks through their employment. Students who select a negotiated module that requires a DBS check will be required to fulfil the admissions requirement of that specific module. In addition, students who negotiate to enter clinical areas as part of their study in Part 3 of the programme (Dissertation) may be required to undertake DBS checks if their studies take them to an area or client group outside their usual employed practice. Students must arrange this themselves and show evidence to their allocated supervisor. Students will be required to meet the cost of the DBS themselves if it is required.

In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

### **4 Suitability for Practice Procedure**

The Suitability for Practice Procedure will apply to the programme. This procedure applies to students enrolled on a programme of study who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress toward an award and toward professional recognition.

Although there are no practice placements associated with this programme, many students are engaged within professional practice and are subject to PSRB requirements adhering to codes of conduct. Therefore, any students who fall below the standards of behaviour and practice expected of them may be referred to Suitability for Practice scrutiny.

### **5 Aims of the programme**

The overall aim of the MSc Professional Practice in Health is to provide a comprehensive, modern and dynamic programme at postgraduate level for students seeking to develop their career within the increasingly diverse area of health.

The programme aims to enable students to:

- Develop systematic knowledge and critical understanding of healthcare from a local, national, and global perspective.
- Demonstrate transferable skills that are necessary to make decisions requiring the exercise of personal autonomy and initiative: including problem solving, leadership, resilience and reflexive capacity in complex and/or unpredictable situations.
- Evidence critical awareness of current problems and/or new insights
- Comprehensively discuss and provide critical comments on research evidence and scholarship within areas of health.

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

The MSc Professional Practice in Health enables professionals from a variety of health disciplines and workplaces to come together to learn. This is a new way of working in Wales, and in the wider UK, as traditionally professions have worked in 'silos' becoming experts in their specialist fields. In recent years, the call has gone out for professionals to break down the barriers that exist through this model of working, re-focussing on person centred care and the benefits that inter-professional working can bring to the people in our communities.

Students will be encouraged to take a broad perspective to their learning, appreciating how global, international, national, and local influences, shape the practice of professionals in their area of health and social care provision. There will be opportunities for students to guide their own learning to reflect the diversity of the student group both from a professional and an individual perspective. This approach also acknowledges the varied workplaces and areas the students work within, ensuring that the potential to maximise the impact of their studies is recognised.

With the increasing requirement of evidence of Level 7 (Masters) study for those working within the NHS to progress to Band 7 and Band 8 roles, the need for a building on academic provision is evident. The Health Education and Improvement Wales (HEIW) Long Term Workforce Strategy (2019) compels Welsh Health Boards to explore how to work with HEI's to enhance and develop their current workforce, providing progression and development opportunities, with the clear aim to improve staff recruitment and retention. This strategy marries with that of Health Education England. When considering employability, the inter-professional nature of this programme complements current strategic drivers within long-term workforce planning in Wales and England.

Furthermore, the recent HEIW 'A Healthier Wales- Workforce Strategy (2019) encourages the development of inter-professional programmes of education that provide a clear development pathway for those employed within Health and Social Care in Wales. The framework of the proposed programme, with clear entry and exit points and awards, ties in with the strategy that encourages education providers to develop programmes that enhances career progression, presents opportunities for flexible, continuous learning, and fulfils regulators Continuing Professional Development (CPD) requirements.

## 7 Credit Accumulation and exit awards

Exit Awards

**Master of Science Professional Practice in Health:** 180 credits at level 7

For this award students must successfully complete 180 credits including a Dissertation of 12,000 words (60 L7 credits) on a topic related to area of health related expertise.

**Postgraduate Diploma Professional Practice in Health:** 120 credits at level 7

This is awarded when a student has successfully completed 120 credits in the taught element but does not wish to progress or is unable to progress to the dissertation stage.

**Postgraduate Certificate Professional Practice in Health:** 60 credits at level 7

This award is not intended to be the initial principal aim of the student. It is essentially a fall-back exit qualification granted when the student for whatever reason is not eligible for a Postgraduate Diploma or MSc and can be gained after successful completion of 60 credits from the programme.

## 8 Programme Structure Diagram, including delivery schedule

	Semester 1	Semester 1- 2	Semester 2
<b>Part One/ Year One 60 Credits</b>	Developing Professional Practice and Leadership (Core)	Innovation and Improvement in Practice (Core)	Public Health and Inequalities- (Core)

	Semester 1	Semester 1- 2	Semester 2
<b>Part Two/ Year Two 60 Credits</b>  <b>Students who have already completed 60 credits undertaking a specialist route can access the programme at this point and complete Part Two and Part 3</b>	Compassionate Leadership in Practice (Core)	Negotiated Module OR Students will elect to complete an appropriate Level 7/6 module and complete the RPL process OR Innovation and Improvement in Practice (if not already studied for Part 1)	Research Design and Methodology (Core)
<b>Part Three/ Year Three 60 Credits</b>	Dissertation (60 Credits)		

### Part Time Delivery Level 7

Mod Code	NHS7C3	Mod Title	Developing Professional Practice and Leadership	Credit Value	20	Core	Semester 1
Mod Code	NHS7C5	Mod title	Innovation and Improvement in Practice	Credit value	20	Core	Semesters 1-2
Mod Code	NHS7C7	Mod title	Public Health and Inequalities	Credit value	20	Core	Semester 2
Mod Code	NHS7C2	Mod title	Compassionate Leadership in Practice	Credit value	20	Core	Semester 1
Mod Code	NHS7C6	Mod title	Negotiated Module	Credit value	20	Optional	Semesters 1-2
Mod Code	NHS7C8	Mod Title	Research Designs and Methods	Credit Value	20	Core	Semester 2
Mod Code	NHS7C4	Mod Title	Dissertation	Credit Value	60	Core	Semesters 1-2

## 9 Intended learning outcomes of the programme

### Intended Learning Outcomes:

Note- distinction has been made between the Learning Outcomes for the PG Cert, PG Dip and MSc Award within the domain of Knowledge and Understanding to acknowledge the content in modules that occur later in the programme and are pre-requisite to progression to Part 3 (Dissertation/ Extended Study year). However, no distinction has been made within the other domains as the level of study continues to be Level 7 and it is felt that the Learning Outcomes related to the domains of Intellectual Skills, Subject Skills and Practical, Professional and Employability Skills should be reflected throughout the programme and demonstrable at each exit point.

### Knowledge and Understanding

	Level 7
	<b>Level 7 PG Cert Professional Practice in Health</b>
A1	Critically reflect on the individual learning journey and existing knowledge to evaluate future learning needs, developing deep learning skills and autonomy in the context of continuing professional development within the health sector.
A2	Critically discuss the role of individual differences in influencing health status and how these will affect equity of health and well-being with reference to the evidence base in these discussions.
A3	Demonstrate critical awareness of quality issues related to research and service improvement within the health sector.
A4	Evidence critical awareness of contemporary professional practice, with insight into the cultural, political and professional dimensions of leadership within health and social care organisations
A5	Demonstrate a systematic understanding of knowledge and a critical awareness of current problems and/ or new insights, much of which is at, or informed by the forefront of their academic discipline or area of professional practice within the health sector
	<b>Additionally for Level 7 PG Dip Professional Practice in Health</b>
A6	Demonstrate originality in the application of knowledge, together with practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of health care practice
	<b>Additionally for Level 7 MSc Professional Practice in Health</b>
A7	The ability to conduct a piece of independent research/ study which provides critical insight and analysis of a relevant health or healthcare topic and a comprehensive understanding of techniques applicable to their own research or advanced scholarship

## Intellectual Skills

Level 7	
B1	Critically assess theories and propose solutions to health and healthcare related issues and problems based upon research and scholarship
B2	Apply problem solving and decision making skills to identify, assess, plan, implement and evaluate options within the field of health and healthcare.
B3	Deal with complex issues both systematically and creatively, make sound judgements, possibly with the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences
B4	To demonstrate self direction and originality in tackling and solving problems

## Subject Skills

Level 7	
C1	Synthesize coherent arguments to engage in debate drawing on a broad global perspective of knowledge.
C2	Reflect critically on the interface of individual lived experiences of health and illness, and the wider structural context in which 'health' is positioned and healthcare delivered
C3	Critically explore (own and others) values and beliefs underpinning the nature of professional health care practice
C4	Critically evaluate and reflect on current theories of leadership, service development and change management and how these can contribute to individual, collective and sustainable development of professions.

## Practical, Professional and Employability Skills

Level 7	
D1	Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work.
D2	Exercise a reflexive capacity by the recognition of 'self' and 'others' in considering issues in healthcare. Demonstrate effective reflective practice skills within a professional /research setting
D3	Demonstrate independent learning ability required for continuing professional development within the health sector.
D4	Make decisions using available evidence and be able to provide a sound rationale for those decisions.

## 10 Learning and teaching strategy

The learning and teaching strategy for the programme has been developed with reference to relevant QAA subject benchmark statements, WGU's Strategy for Supporting Student Learning and Achievement (SSSLA), and the Active Learning Framework (ALF). The SSSLA sets out the intentions, ambitions, and implementation plan in relation to the University's approach to teaching, learning and the development of the academic portfolio. The strategy aims to ensure that our students achieve great outcomes as a result of engaging with opportunities that are built upon the two pillars of high challenge and high support, within a learning environment that celebrates research-informed, work-related and practice-based teaching and learning.

WGU's ALF outlines principles and pedagogies of an active learning experience, including that learning will be 'scaffolded' and well-paced, and that students will be required to be active during their study hours rather than simply during academic contact time. Learning must create a sense of belonging for students, and this is a particular challenge due to the part time nature of the programme. However, every opportunity will be taken to build a community of learning and inquiry that embraces the differences within the learner group and recognizes the benefit that this brings to everyone's learning and teaching experience.

A key component of the pedagogy is the construction of an interdisciplinary community of enquiry model, which helps to create an effective learning experience through the adoption of the three interdependent elements – **social, cognitive and teaching presence**, all of which are reflected in the approach outlined below. The overall strategy has been designed to cater for the wide-ranging employment and personal circumstances of the students, ensuring that all students have an equal opportunity to learn and achieve within a changing education, employment, and World landscape.

### Blended Learning

Advance HE (2019) outline a blended learning approach as follows:

*The balance between the classroom elements and digitally enabled activity varies depending on the design and implementation of the learning. The flexibility inherent in this form of delivery enables teachers to rethink where and how they focus learning activity and students to develop self-directed learning skills and digital literacies.*

The programme will employ a blended learning approach whereby students can 'blend their own' learning, underpinned by effective pedagogies including theories around social presence and creating a social constructivist environment that supports high quality learning, teaching and assessment. This is particularly important as assessments have been designed to ensure the student applies theoretical knowledge to their individual area of practice and subject expertise, therefore a blended learning approach complements this. In addition, in line with ALF, the assessments have been designed to be innovative, creative and accessible. Where possible, the assessment method is flexible enabling the student to select the most appropriate assessment to demonstrate achievement of the learning outcomes. All the assessments are context driven and this is an important part of the programme.

Students enrolling on the programme will be required to attend a 'live' induction session at the start of the programme, and at the start of each subsequent year of study for returning students. This session will be scheduled before the module delivery commences, during which the learning and teaching strategy will be explained in detail and expectations will be outlined or revisited. The programme handbook will also be available via the VLE and will detail the strategy, and each module Moodle page will follow a clear format, detailing the

expectations and actions required from both staff and students to enable achievement of the learning outcomes. This induction session will allow students to form important connections with one another and staff members to support their learning across the programme, as well as provide the key information that will enable the successful navigation of the programme. It is recognised that, 'live' does not have to mean face-to-face and where students cannot physically attend the university for induction, they can join via an agreed platform such as Teams or Zoom.

A 'Flipped' classroom approach will be taken to synchronous sessions, maximizing the interaction opportunities and ensuring that the students are prepared and feel confident to engage with the session. Expanding this approach, students undertaking the module with content hosted by partners (Health Education and Improvement Wales- HEIW) will be asked to attend live seminars via an appropriate platform to discuss key themes of the module content, and to have the opportunity for discussion and interaction with peers.

Essentially, core aspects of all modules will be delivered on a weekly basis either in a classroom setting, or via a Virtual Learning Platform (VLE) (approx. 21 hours in total per 20 credit module) and it will be made clear to the student via the timetable if the sessions are synchronous or asynchronous. Appropriate lecture capture software such as Panopto will be used, or the session may be recorded using the VLE. The software will capture the visual and audio aspects of the sessions and the recordings will be made available on the VLE to all students, alongside directed study. There will be an expectation for all modules with taught elements that the student will attend identified taught sessions (either classroom or VLE) synchronously, and will access all remaining sessions asynchronously at a time that complements their learning journey and their personal and employment circumstances.

Workable timeframes for engaging with learning activities and for formative and summative assessments will be applied for all students. The module leaders will monitor engagement and contact students who do not fulfill this requirement to explore if an additional learning contract is required.

The inter-professional nature of the programme means an active learning classroom is important to foster interaction, exchange of ideas, and further knowledge and understanding. Lecture capture software, alongside an engaging and inclusive VLE, will make the essence of an active learning classroom accessible to students who have employment and/or personal circumstances that might otherwise preclude them from such settings. While choosing to access the classroom predominately online may afford a slightly different overall experience to those who physically attend the University for all or some sessions, enabling students to engage with the classroom and VLE as they choose will give real control and flexibility over how and when learning occurs. This is underpinned by ALF and is particularly pertinent for students who experience long travel times to access the University, or whose current employment in clinical practice may require flexibility in their study patterns.

At this level of study, students will be expected to manage the synchronous and asynchronous (i.e. real time and delayed time) nature of this blended learning approach autonomously, in a way that best suits them. However, the programme team will work to monitor and advise students about this via the personal tutor system. Furthermore, an inclusive learning community will be created from the start of the programme through the induction, discussion forums and synchronous learning activities.

## **Learning Activities**

It is important from the start of the programme, and each subsequent module undertaken, that the expectations of both the students and staff facilitating the module are clear from the outset. The VLE will be utilized to clearly structure the learning episode, with the learning

outcomes evident and expectations clear from the outset. The purpose of all materials and activities will be made clear with the use of focused signposting, and care will be taken to ensure that all activities that the students are requested to undertake contribute to the current learning journey, and are linked to the module learning outcomes.

Whether synchronous sessions are face to face or via the VLE, they will usually take the form of a 'workshop', whereby lecture content will be delivered and interspersed by discussions and tasks. As previously mentioned, a 'Flipped Classroom' approach will be taken for these sessions, and this will maximize the opportunity for developing informed and critical discussions. Tasks might include case studies, simulations and problem-based learning undertaken on either an individual or group basis. Learning and teaching on this programme aims to be flexible, responsive and adaptive. Where topics require creative, innovative and/or forward thinking contributions from students, these subjects will be selected for synchronous learning to maximize the potential for learning. For example, working within a small team to create solutions to newly emerging health challenge, which are subsequently presented to the whole group during a 'real time' scheduled session. Where synchronous learning activities are planned for all students, module leaders will notify students in advance so the timing can be agreed upon and factored in to their schedules.

Any recorded sessions will be made available on the VLE for all students on the programme. This will ensure that students are able to revisit content to enhance learning and understanding, and ensure equity of access to the overall learning experience. Alongside this, the VLE will include a range of directed study tasks, such as workbooks, key readings and reflective activities that all students will be expected to engage with. The VLE will also have discussion forums, which all students will be encouraged to use on a regular basis. The forums will be an important arena for students to discuss the classroom and directed study activities, as well as engage with their peers on the programme. Due to the interdisciplinary nature of the programme, this will be a valuable opportunity for students to share good practice, ultimately fostering an active and inclusive community of learners.

### **Tutorials and Supervision**

Personal and module tutorials and dissertation supervision will take place on a face-to-face and/or online basis. Suitable platforms such as Teams and Zoom will be used to facilitate contact between staff and students, where students or staff are unable to physically attend the University. Tutorials and supervision will be an important aspect of the programme to facilitate student engagement and progress on the programme, and expectations regarding this will be made clear to students during the induction.

## **11 The Wrexham Graduate**

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

In line with developing the Wrexham Graduate Attributes, the programme seeks to enhance the attributes by reflecting the Six Practical Skillsets of Digital Fluency (utilising blended learning strategies), Critical Thinking (assessments designed to require development and demonstration of these skills), Organisation (synchronous and asynchronous learning activities will complement and develop this skill), Emotional Intelligence, Communication, and Leadership and Team Working (these are core threads that run through each module

and also embed the multi-professional element of the overall programme). In addition, this programme assists health care practitioners to develop within the NHS Agenda for Change careers and employment framework, with achievement of Masters level study being a key attribute of those wishing to progress through Band 7 and above roles.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies. The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

## **12 Welsh medium provision**

The programme will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh as per University policy and a translation service will be utilised if required. Additionally, work submitted for formative assessment can be submitted in Welsh, utilising the translation service if required, and a Welsh speaking tutor will be allocated when available. Students who wish to study through the medium of Welsh can apply to become a member of Coleg Cymraeg Cenedlaethol, and explore the possibility of accessing additional funding.

Of particular note, module content will ensure that the Welsh context is evident, particularly in relation to 'health as a devolved power' and the differences that this introduces between UK health systems. Students will be facilitated to appreciate how this directly influences the care that is delivered to the patient, and how person centred care fits within the wider health agenda. This is a key point of the programme, and students will be encouraged to ensure they reflect the real life agenda of their area of practice within their assessed work, and this will include specific recognition of their country of practice.

## **13 Assessment strategy**

The assessment strategy for the programme has been developed with reference to relevant QAA subject benchmark statements and WGU's Strategy for Supporting Student Learning and Achievement.

Assessments will be designed to ensure that students reflect their area of practice and professional expertise in summative and formative work, and that there is evidence of emersion and developing expertise commensurate with Masters level study. Appropriate academic assessors will be allocated to facilitate this.

Leadership will be a thread throughout all modules, with compassionate leadership being an indicative learning thread. This is both to reflect the developing practitioner, the requirement of evidence of Masters level study for those pursuing Band 7 (and above) roles, and the importance of developing a sustainable and resilient workforce. This will enable students to explore both academic and professional progression, and aims to increase the future employment options of students undertaking the programme.

### **Formative Feedback**

Students will be able to receive formative feedback on draft work (up to 500 words) for their assessments. Drafts must be submitted no later than two weeks before the assessment deadlines. For the dissertation, students will be able to receive formative feedback from their supervisor on all of the chapters of their dissertation but once only, with no work being reviewed within two weeks of the submission deadline.

## Summative Feedback

Students will receive summative feedback and an unconfirmed mark for their module assessments within three academic working weeks of the assessment deadline, unless otherwise agreed. Summative feedback will include in-text comments, as well as overall constructive comments in reference to the marking criteria, with appropriate feed-forward. Summative feedback may be provided in written or oral formats depending upon the nature of the assessment.

Module code & title	Assessment type and weighting	Indicative submission date
NHS7C3 Developing Professional Practice and Leadership	Reflective Portfolio 100%	Wk 21, Sem 1
NHS7C5 Innovation and Improvement in Practice	Written Assignment 100%	Wk 31, Sem 2
NHS7C7 Public Health and Inequalities	Course Work 100%(Choose from a) Essay, or b) Academic Poster and Presentation)	Wk 42, Sem 2
NHS7C2 Compassionate Leadership in Practice	Written Assignment 100%	Wk 21, Sem 1
NHS7C6 Negotiated Module	Written Assignment 100%	Wk 31, Sem 2
NHS7C8 Research Designs and Methods	Research Proposal 100%	Wk 42, Sem 2
NHS7C4 Dissertation	Dissertation/Project 75% Report 25%	Wk 40, Sem 2

## 14 Assessment and award regulations

### Derogations

For all modules, any breaches of confidentiality that relate to people accessing health care or the students place of work, or if issues that identify unsafe practice are highlighted, the assessment will automatically be referred. In some circumstances, practice areas will be informed and this may result in disciplinary action being taken through PSRB or employment procedures. The programme handbook and all module specifications will make this clear to students, and this will also be conveyed during the programme induction.

### Restrictions for trailing modules (Taught Masters)

To progress to Part Three of the programme, students must have completed 120 credits to include the Research Methods and Designs module.

## 15 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms  
Student Voice Forum

Individual student feedback  
Student representatives  
Annual Monitoring reports  
Periodic review and re-validation process  
External Examiner reports  
PSRB requirements and accreditation activities  
National Student Survey (NSS)

## 16 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the University's website at [www.wrexham.ac.uk](http://www.wrexham.ac.uk) to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

## 17 Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)