

PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document.

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

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 Regulatory Details

Awarding body	Wrexham University
Teaching institution	Wrexham University
Final award and programme title (Welsh)	Tystysgrif Ôl-raddedig Arweinyddiaeth Drugarog
Final award and programme title (English)	Postgraduate Certificate Compassionate Leadership
Exit awards and titles	None
Credit requirements	60 credits at level 7 for Postgraduate Certificate
Does the programme offer Foundation Year route?	N/A
Placement / Work based learning	None
Length and level of the placement	N/A
Faculty / Department	FSLS
HECoS Code	100246
Intake Points	Sept Intake
Mode of Attendance	Part time
Normal Programme Length	One Year
Mode of Study and Location of delivery	Blended/Online, Wrexham
Language of delivery	English
Welsh Medium Provision	Assessment can be submitted in Welsh Welsh speaking personal tutor upon request
Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
External reference points	QAA 2020 Master's Degree Characteristic Statements QAA 2019 Health Studies 2019 Subject Benchmark Statements QAA 2024 UK Quality Code for Higher Education
Entry Requirements	<p>Candidates must satisfy/ hold one, or a combination, of the following conditions;</p> <ul style="list-style-type: none"> 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. <p>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</p>

	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 Wrexham University Preparation for Academic Success (Level 6) module or equivalent, prior to commencing the Masters level programme.
Record of Prior (Experiential) learning	<p>For RPL to be considered the subject matter must be sufficiently related to the themes within the PG Cert in compassionate leadership 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.</p> <p>Students who are requesting RPL for modules already studied prior to enrolling on the programme 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 PG Cert in Compassionate Leadership. Students may be asked to provide additional evidence to support their RPL request.</p>
Is DBS check required on entry?	No
Does the Suitability for Practice Procedure apply to the programme?	<p>Yes</p> <p>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.</p>
Derogation to Academic Regulations	None
Date of Approval	12 th December 2024
Date and type of Revision	<i>To be completed by Q&R</i>

Section 2 Programme Details

Aims of the programme

The overarching aim of this programme is to recruit and develop the most aspiring clinical leaders of the future. The programme equips students with critical thinking skills, critical appreciation of contemporaneous research in leadership in healthcare and the ability to apply their learning of compassionate leadership to practice.

The programme enables 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.

Overall, this enables students to be credible and influential clinical leaders in a future modern workforce.

Programme Structure Diagram, including delivery schedule

Part-time delivery – Sept Intake

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
7	NHS7C5	Innovation & Improvement in Practice	20	Core	1&2	Y1
7	NHS7C6	Negotiated Module	20	Core	2&3	Y1
7	NHS7C2	Compassionate Leadership in Practice	20	Core	1	Y1

Programme Learning Outcomes

- *K–Knowledge and understanding.*
- *I–Intellectual skills*
- *S–Subject skills*
- *P–Practical, professional and employability skills*

No.	Learning Outcome	K	I	S	P
1	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Demonstrate critical awareness of quality issues related to research and service improvement within the health sector.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Evidence critical awareness of contemporary professional practice, with insight into the cultural, political and professional dimensions of leadership within health and social care organisations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Critically assess theories and propose solutions to health and healthcare related issues and problems based upon research and scholarship.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Apply problem solving and decision-making skills to identify, assess, plan, implement and evaluate options within the field of health and healthcare.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Demonstrate self-direction and originality in tackling and solving problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Synthesize coherent arguments to engage in debate drawing on a broad global perspective of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Critically explore (own and others) values and beliefs underpinning the nature of professional health care practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

No.	Learning Outcome	K	I	S	P
13	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16	Demonstrate independent learning ability required for continuing professional development within the health sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17	Make decisions using available evidence and be able to provide a sound rationale for those decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Learning and teaching strategy

The learning and teaching strategy for the programme has been developed with reference to relevant QAA subject benchmark statements, WU'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.

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. 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 utilised 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 into 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.

Assessment strategy

The assessment strategy for the programme has been developed with reference to relevant QAA subject benchmark statements and WU'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.

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.

Disclaimer

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

Academic Regulations: <https://wrexham.ac.uk/academic-regulations-policies-and-procedures/>

The University Skills Framework: <https://wrexham.ac.uk/careers/skills-framework/>

Welsh Language Policy: <https://wrexham.ac.uk/about/welsh-at-wrexham-university/>

Equality and Diversity Policy: <https://wrexham.ac.uk/about/equality-and-diversity/>

The Student Union offers support for students, please access their website

<https://www.wrexhamglyndwrsu.org.uk/>