

PROGRAMME SPECIFICATION

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UG Programme Directory

PG Programme Directory

Award titles

Programme Title(s)

MSc Iechyd y Cyhoedd, Iechyd Meddwl a Lles

MSc Public Health, Mental Health and Wellbeing

PG Dip Iechyd y Cyhoedd, Iechyd Meddwl a Lles

PG Dip Public Health, Mental Health and Wellbeing

MSc Arweinyddiaeth ar gyfer Lles

MSc Leadership for Wellbeing

PG Dip Arweinyddiaeth ar gyfer Lles

PG Dip Leadership for Wellbeing

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

Not applicable

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2025 – September 2028

Intake points

September only

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Plas Coch Campus, Wrexham
Faculty/Department
Faculty of Social and Life Sciences
Exit awards available

Regulatory details
Postgraduate Diploma (PgDip) Public Health, Mental Health and Wellbeing Postgraduate Certificate (PgCert) Public Health, Mental Health and Wellbeing Postgraduate Diploma (PgDip) Leadership for Wellbeing Postgraduate Certificate (PgCert) Leadership for Wellbeing
Professional, Statutory or Regulatory Body (PSRB) accreditation
Not applicable
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.
Not applicable
HECoS codes
101317 (Environmental and Public Health) 100088 (Leadership)
Relevant External Reference Points
QAA Subject Benchmark Statement – Health Studies – April 2024 QAA The Quality Code for Higher Education – May 2023 QAA Characteristics Statement – Masters Degree – February 2020 QAA The Frameworks for Higher Education Qualifications of UK Degree – Awarding Bodies – February 2024
List the programmes that offer the Foundation Year route
Not applicable
Mode of study
Full & part time Online /Blended/ On campus
Normal length of study for each mode of study
Full time Masters – 1 year Part time Masters – 2 years Part time Postgraduate Diploma – 2 years
Language of study
English
Transitional arrangements for re-validated provision if applicable
MSc Health, Mental Health and Wellbeing – part time, year 2 learners will be offered the opportunity to transfer to the new year 2 modules
Repeat year students
Any learner continuing studies will be offered the opportunity to transfer to new modules as appropriate
The following University Award Regulations apply to this programme
General Regulations and Definitions Regulations for Taught Masters Degrees Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	15 th Sept 2024
Date of approval:	15 th Oct 2024
Approved Validation Period:	Sept 25 – Sept 28

OFFICE USE ONLY	
Transitional arrangements approved (if revalidation)	<i>MSc Health, Mental Health and Wellbeing – part time, year 2 students will be offered the opportunity to transfer to the new year 2 modules</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

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](#).

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) 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 [academic-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 [English-language-requirements](#) for details*).

Non-standard entry criteria

To study these programmes, applicants will normally have attained an undergraduate degree in a relevant subject area, achieving a minimum of a 2:2.

Individuals who do not quite meet this entry criteria may be considered for the programmes if they have appropriate (at least 3 years) experience in the fields of public health, mental health and wellbeing or public service leadership, strong evidence of Continuing Professional Development (CPD), and are able to demonstrate the skills and qualities necessary to study at postgraduate level. These individuals may be asked to submit additional documentation, such as a CPD portfolio, to support their application.

All applicants will be required to undertake an 'entry discussion' with the Admissions Tutor (or nominated person) for the subject area. The discussion will check applicants' suitability for their chosen programme and also offer information and guidance regarding modes of study and postgraduate study requirements.

Record of Prior (Experiential) Learning

There is the potential for applicants to enter one of these programmes with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. However, the nature of these programmes – with the modules designed to work together to ensure progressive knowledge and skill development – can restrict this possibility.

DBS Requirements

A Disclosure and Barring Service (DBS) check is not required on entry to this programme. However, if either a learners' Work Based Learning (WBL) or research involves regulated activity with adults or children a DBS of suitable level and type will then be required. This will be checked and undertaken as part of the WBL / research process.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for students, all learners are required to disclose a criminal record acquired during enrolment with the University.

Suitability for Practice Procedure

Not applicable.

Aims of the programmes

At the heart of these unique programmes is the ambition to enable learners to practice within, and / or lead change toward, systems of wellbeing where the health and prosperity of people and planet are the highest goal. They are a direct and innovative response to the legislation, policies and strategies being produced post-C19 and in the wake of climate change.

The programmes will explore contemporary and future directions in public health and public service sectors and afford a rich understanding of human behaviour and behaviour change, before critically examining effective leadership, strategies and practices that can be adopted in complex systems and to create systems change.

Against the backdrop of high levels of work-related stress in health and public service sectors, as well as the increasing recognition of the potential for 'inner work' to catalyse social change, learners will be supported to consider the personal qualities, such as compassion, fortitude, and ethical integrity, that may benefit their leadership / practice and wellbeing, and how to cultivate these.

The MSc / PgDip Public Health, Mental Health and Wellbeing programmes are designed for:

- Individuals looking to develop and enhance their knowledge and practice within public health, mental health and wellbeing roles.
- Individuals working in allied health roles and 'helping professions' (e.g. pharmacy, occupational therapy, education, criminal justice, children and families) and looking to develop and deepen their knowledge and practice related to public health, mental health and wellbeing.

The MSc / PgDip Leadership for Wellbeing programmes are designed for:

- Individuals who lead, or who are looking to lead, the implementation of wellbeing-related policies / legislation and / or systems change within public services.
- Leaders who hold wellbeing as the core value and purpose within their role and are looking to deepen their knowledge and leadership / practice related to this.

Routes and awards

The Masters degrees are 180 credits and include a module on 'Evidence-Based Leadership and Practice', which is designed to support learners to engage with, use and undertake research as appropriate within their working role. The Postgraduate Diplomas are 120 credits and do not include this module, and therefore function as a lighter-touch option that may be more manageable around a busy working role.

Most postgraduate study is undertaken alongside other commitments, so it is important that learners choose the best route (full or part time) and award (MSc or PgDip) to suit their needs and availability. For these programmes, the following is recommended with regard to the *minimum* amount of time that should be committed to studying for the duration of the programme. Please note that the expected time commitments may vary slightly throughout the academic year, with more time required to complete assessments, WBL hours and research activities:

- Full time Masters over 1 year – learners should be prepared to routinely spend a minimum of 3 days per week studying.
- Part time Masters over 2 years – learners should be prepared to routinely spend a minimum of 1.5 days per week studying.
- Part time Postgraduate Diploma over 2 years – learners should be prepared to routinely spend a minimum of 1 day per week studying.

'Topping up' to the MSc from the PgDip

Following the successful completion of one of the PgDips, it will be possible to 'top up' to the corresponding full MSc programme. This will require the completion of the 60-credit Evidence-Based Leadership and Practice module in an additional third year, within two years of completion of the PgDip.

Distinctive features of the programmes

These programmes have several distinctive features, including:

- Exciting and cutting-edge curriculums, developed by experts and partners.
- Comprehensive and critical exploration of evidence, theory and practice.
- A flexible and supportive teaching and learning strategy, with learners able to self-select to study via a 'live', 'blended' or 'online' route.
- Authentic assessment briefs that facilitate learning, with learners supported via a compassionate assessment strategy.
- A focus on personal, professional and academic growth, with 30 hours of 'inner' and / or 'outer' Work Based Learning.
- Connected to the University's renowned Civic Mission, which is working with communities and partners to lead systems change across North Wales.

Credit accumulation and exit awards

Credit accumulation

Master of Science

Successful completion of 180 credits at Level 7 entitles the learner to the named award of:

- MSc Public Health Mental Health and Wellbeing

- MSc Leadership for Wellbeing

Postgraduate Diploma

Successful completion of 120 credits at Level 7 entitles the learner to the named award of:

- PgDip Public Health, Mental Health and Wellbeing
- PgDip Leadership for Wellbeing

Exit awards

Master of Science

Successful completion of 120 credits at Level 7 entitles the learner to the exit award of:

- PgDip Public Health, Mental Health and Wellbeing
- PgDip Leadership for Wellbeing

Master of Science and Postgraduate Diploma

Successful completion of 60 credits at Level 7 entitles the learner to the exit award of:

- PgCert Public Health, Mental Health and Wellbeing
- PgCert Leadership for Wellbeing

Programme structure diagram, including delivery schedule

Learners completing the MSc programmes will study four core modules and self-select a further option module aligned to their interests / needs. If studying full time, all modules will be completed within one academic year, and if studying part time three modules will be completed in the first year and two in the second. Learners completing the PgDip programmes will study three core modules and, again, self-select their option module. The PgDip runs on a part time basis only, with two modules undertaken in the first year and two in the second.

MSc Public Health, Mental Health and Wellbeing: Full time delivery

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 7	HLT712	Contemporary Issues and New Directions in Public Health	30	Core	1
Level 7	HLT714	Behavioural Science: Theories for Human Behaviour and Behaviour Change	30	Core	2
Level 7	HLT715	Inner and Outer Work for Professional Development and Social Change	30	Core	1
Level 7	HLT716	Evidence-Based Leadership and Practice	60	Core	1&2
Level 7	HLT717	Healthy People: Strategies for Health Improvement and Promotion	30	Option	2
Level 7	HLT718	Healthy Planet: Climate Action and Sustainable Development	30	Option	2
Level 7	HLT719	Leadership and Practice for Systems Change	30	Option	2
Level 7	HLT720	Leadership and Practice for Social Inclusion and Social Justice	30	Option	2

MSc Public Health, Mental Health and Wellbeing: Part time delivery

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	HLT712	Contemporary Issues and New Directions in Public Health	30	Core	1	Y1
Level 7	HLT714	Behavioural Science: Theories for Human Behaviour and Behaviour Change	30	Core	2	Y1
Level 7	HLT715	Inner and Outer Work for Professional Development and Social Change	30	Core	1	Y1
Level 7	HLT716	Evidence-Based Leadership and Practice	60	Core	1&2	Y2
Level 7	HLT717	Healthy People: Strategies for Health Improvement and Promotion	30	Option	2	Y2
Level 7	HLT718	Healthy Planet: Climate Action and Sustainable Development	30	Option	2	Y2
Level 7	HLT719	Leadership and Practice for Systems Change	30	Option	2	Y2
Level 7	HLT720	Leadership and Practice for Social Inclusion and Social Justice	30	Option	2	Y2

MSc Leadership for Wellbeing: Full time delivery

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 7	HLT713	Contemporary Issues and New Directions in Public Service Leadership	30	Core	1
Level 7	HLT714	Behavioural Science: Theories for Human Behaviour and Behaviour Change	30	Core	2
Level 7	HLT715	Inner and Outer Work for Professional Development and Social Change	30	Core	1
Level 7	HLT716	Evidence-Based Leadership and Practice	60	Core	1&2
Level 7	HLT717	Healthy People: Strategies for Health Improvement and Promotion	30	Option	2
Level 7	HLT718	Healthy Planet: Climate Action and Sustainable Development	30	Option	2
Level 7	HLT719	Leadership and Practice for Systems Change	30	Option	2
Level 7	HLT720	Leadership and Practice for Social Inclusion and Social Justice	30	Option	2

MSc Leadership for Wellbeing: Part time delivery

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	HLT713	Contemporary Issues and New Directions in Public Service Leadership	30	Core	1	Y1
Level 7	HLT714	Behavioural Science: Theories for Human Behaviour and Behaviour Change	30	Core	2	Y1
Level 7	HLT715	Inner and Outer Work for Professional Development and Social Change	30	Core	1	Y1
Level 7	HLT716	Evidence-Based Leadership and Practice	60	Core	1&2	Y2
Level 7	HLT717	Healthy People: Strategies for Health Improvement and Promotion	30	Option	2	Y2
Level 7	HLT718	Healthy Planet: Climate Action and Sustainable Development	30	Option	2	Y2
Level 7	HLT719	Leadership and Practice for Systems Change	30	Option	2	Y2
Level 7	HLT720	Leadership and Practice for Social Inclusion and Social Justice	30	Option	2	Y2

PgDip Public Health, Mental Health and Wellbeing: Part time delivery

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	HLT712	Contemporary Issues and New Directions in Public Health	30	Core	1	Y1
Level 7	HLT714	Behavioural Science: Theories for Human Behaviour and Behaviour Change	30	Core	2	Y1
Level 7	HLT715	Inner and Outer Work for Professional Development and Social Change	30	Core	1	Y2
Level 7	HLT717	Healthy People: Strategies for Health Improvement and Promotion	30	Option	2	Y2
Level 7	HLT718	Healthy Planet: Climate Action and Sustainable Development	30	Option	2	Y2
Level 7	HLT719	Leadership and Practice for Systems Change	30	Option	2	Y2
Level 7	HLT720	Leadership and Practice for Social Inclusion and Social Justice	30	Option	2	Y2

PgDip Leadership for Wellbeing: Part time delivery

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	HLT713	Contemporary Issues and New Directions in Public Service Leadership	30	Core	1	Y1
Level 7	HLT714	Behavioural Science: Theories for Human Behaviour and Behaviour Change	30	Core	2	Y1
Level 7	HLT715	Inner and Outer Work for Professional Development and Social Change	30	Core	1	Y2
Level 7	HLT717	Healthy People: Strategies for Health Improvement and Promotion	30	Option	2	Y2
Level 7	HLT718	Healthy Planet: Climate Action and Sustainable Development	30	Option	2	Y2
Level 7	HLT719	Leadership and Practice for Systems Change	30	Option	2	Y2
Level 7	HLT720	Leadership and Practice for Social Inclusion and Social Justice	30	Option	2	Y2

Intended learning outcomes of the programme

Knowledge and Understanding

	At the end of the PgDip, learners will demonstrate:
A1	Comprehensive and critical knowledge and understanding of contemporary and future issues in public health or public service leadership, and the contributors to these.
A2	Comprehensive and critical knowledge and understanding of the nature, value and application of behavioural science for understanding and changing human behaviour.
A3	Comprehensive and critical knowledge and understanding of the nature and value of inner and outer work for professional development and social change.
A4	Comprehensive and critical knowledge and understanding of the efficacy and effectiveness of different strategies to achieve the health / wellbeing of people / planet, as well as the barriers and enablers to these in practice or leadership.
	In addition to the learning outcomes above, at the end of the MSc learners will demonstrate:
A5	Comprehensive and critical knowledge and understanding of the effective use of evidence to inform leadership or practice, as well as how to design, undertake and disseminate learning from original, useful and impactful research studies.

Intellectual Skills

	At the end of the PgDip, learners will demonstrate:
B1	The ability to critically analyse contemporary and future issues in public health or public service leadership to identify opportunities to enhance the efforts of practitioners or leaders.
B2	The ability to critically apply theory to achieve desired behaviours / behavioural change among target groups.
B3	The ability to systematically identify personal areas of strength and for development, and propose effective strategies to utilise / cultivate these.
B4	The ability to draw upon evidence and theory to systematically propose new, or evaluate existing, strategies to achieve the health / wellbeing of people / planet.
	In addition to the learning outcomes above, at the end of the MSc learners will demonstrate:
B5	The ability to design original, useful and impactful research projects, and collect and analyse data to answer research problems identified.

Subject Skills

	At the end of the PgDip, learners will demonstrate:
C1	The ability to effectively use IT hardware / software / AI / bespoke toolkits as appropriate to study / practice / lead within relevant settings.
C2	The ability to disseminate information effectively in appropriate written and oral formats.
C3	The ability to engage in discussions / debates to further knowledge / understanding / practice / leadership in public health / public services.
	In addition to the learning outcomes above, at the end of the MSc learners will demonstrate:
C4	The ability to undertake research projects, successfully navigating any challenges that arise.

Practical, Professional and Employability Skills

	At the end of the PgDip, learners will demonstrate:
D1	Deep awareness of personal wellbeing, and how to cultivate and protect this.
D2	Effective reflective, communication, relational and inclusivity skills.
D3	The ability to make effective practice / leadership decisions, based upon clear ethical and motivational systems, emotional intelligence, and sound appraisal of relevant evidence / theory / experience.
D4	The development of personal qualities, skills and / or capabilities through undertaking inner and/or outer work.
	In addition to the learning outcomes above, at the end of the MSc learners will demonstrate:
D5	The ability to navigate the contemporary information, data and research contexts, and interrogate the meaning, value and quality of data to inform practice / leadership.

Learning and teaching strategy

These programmes employ a flexible learning and teaching strategy whereby learners can make their own decisions about how and when to engage with the sessions and activities. This is to ensure the programmes are inclusive and responsive to learners with a variety of working roles and personal circumstances, while also meeting the requirements of relevant QAA quality criteria, and Wrexham University's Strategy for Supporting Student Learning and Achievement (SSSLA) and Active Learning Framework (ALF).

Modes of study

Learners can self-select to engage with the programmes via one of three modes of study:

- **Mode 1, online:** Learners study completely online in their own time by watching the recordings from the classroom sessions and engaging in the directed study. This is the best option for distance learners and those not available to attend the live sessions due to work commitments.
- **Mode 2, blended:** Learners study by attending some of the classroom sessions live and others by watching the recordings then engaging in the directed study in their own time. This is the best option for learners who know they can attend some, but not all of the live sessions due to work patterns.
- **Mode 3, live:** Learners study by attending the classroom sessions then engaging with the directed study in their own time. This is the best option for learners who want to learn live in the classroom and are available to do so.

Induction and Learning Agreement

Learners will be required to complete an induction (on campus or online) before their programme commences, during which the learning and teaching strategy will be explained in more detail. As part of this, they will be directed to complete a Learning Agreement, which requires confirmation of the chosen mode of study and clarifies for learners the specific engagement monitoring processes for that mode.

Learning weeks

During the learning weeks for each module learners will be required to engage with the Active Learning Classroom (ALC) (approximately 1.5 hours), either by attending the session live or watching the recording in their own time as noted above. Alongside this, both live and online learners will be required to undertake directed study tasks provided on the Virtual Learning Environment (VLE) (approximately 1.5 hours), which may include engaging with discussion forums, reading / watching material and answering questions, and reflective / creative activities. The remainder of module hours should be dedicated by learners to developing and consolidating their knowledge and understanding through independent reading, as well as working on the assessments.

Learner support



The programme team is committed to supporting learners to 'learn well' and flourish while on the programme. We appreciate that studying around work and life commitments can be a challenging balancing act, and believe that personal wellbeing is vitally important. As well as learning related to this within the taught content, learners will be supported via several programme and University mechanisms, including: personal and module tutorials; access to Student and Campus Life Services and the Student Union; and periodic 'whole programme' days that act as 'touch points' and foster a sense of community.

The Wrexham University Skills Framework

At Wrexham University we aim to help learners 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 learners 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 learners 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.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student Programme Handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#). Here learners can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

Work Based Learning (WBL) statement

As part of the 'Inner and Outer Work for Professional Development and Social Change' module learners will be required to undertake 30 hours of 'inner' and / or 'outer' Work Based Learning (WBL). Learners will self-select how the 30 hours are allocated between the two forms of work, focusing exclusively on one type if they wish to.

Within the context of this module 'inner work' is understood as 'deliberate and ongoing reflective practice that increases awareness of self, others, and the systems in which complex social problems arise' (Synergos, 2024, nd). To do this, learners will be supported to reflect via the modes, and in the environment(s), that work best for them. For example, a learner may choose to 'look inward' via journaling, meditation, walking, creative activities or some combination of these, and do this either at home, in nature, or as part of a group/course. It is important to note that the parameters of this will be to facilitate learning related to the learners' leadership / practice, and not for therapeutic purposes to explore current or previous personal challenges. Where this may arise and interfere with the desired learning, learners will be encouraged to access relevant University or community support services and may be required undertake outer work only for the module.

For any outer work undertaken, learners will self-select the organisation(s) with which they undertake their WBL hours to enable them to meet their personalised development needs and goals. Learners will receive support from the University and programme team where appropriate to secure their WBL opportunity(ies). In cases where learners wish to undertake their hours within their current place of work, this will be permissible. Depending upon the nature of the WBL, learners may be required to receive DBS clearance undertaken by the University or through their chosen WBL provider. Any convictions revealed by a DBS check could mean particular WBL opportunities are closed to learners. Where DBS clearance is required, the University will organise and finance this.

To ensure learners are suitably guided and supported through their WBL hours, they will be required to develop a learning contract for approval by the Module Leader. Learners will either be allocated, or personally identify, a mentor to oversee their WBL hours. The exact process for this will depend upon the WBL chosen by the learner and learning contract developed. The mentor will be asked to provide any relevant feedback for the learner on the completion of their WBL hours. The learning contract and mentor feedback will be included in learners' portfolios, alongside evidence of their learning in a suitable and meaningful way.

Welsh medium provision

As part of these programmes, all learners will be encouraged to reflect upon, share and celebrate their cultural heritage. The programmes will be delivered through the medium of English, with the following Welsh medium provision:

- The inclusion of policies and resources uploaded to the VLE in Welsh where available.
- The ability to undertake Work Based Learning hours in a Welsh speaking context.
- The ability to submit work for assessments in Welsh.
- The ability to access research skills training via Coleg Cymraeg Cenedlaethol.

Assessment strategy

These programmes adopt a compassionate assessment strategy, whereby four core principles ensure the provision of meaningful, learning-orientated and high-quality assessments that give due consideration to learners' wellbeing:

1. **An emphasis on assessment for learning.** The modes of assessment and assessment briefs included within these programmes are authentic reflections of tasks that those working or leading within public health / services may need to undertake. This ensures that they function as learning opportunities in and of themselves, as well as enabling the demonstration of learning related to the Learning Outcomes. To support this, messages provided to learners over the course of the modules will emphasise learning processes over 'outcomes'. Furthermore, formative assessment opportunities will be available for all summative assessments, and two modules include early 'micro' assessments that function as opportunities for the identification of areas of strength and for development that learners can act upon in later assessments.
2. **A manageable and responsive assessment workload.** The word counts / durations for the different modes of assessment have been carefully considered to ensure enough 'space' for learners to explore the assessment briefs and meet Level 7 descriptors, while not presenting too burdensome a workload. The submission

deadlines are also well-spread across the full academic year, making use of all three assessment periods.

3. **A choice, where possible and appropriate, to undertake assessments verbally or in writing.** While ensuring learners showcase a range of written and verbal communication skills, some opportunities have been built into the programmes for learners to 'play to their strengths' by offering the choice to complete assessments via a presentation or written assignment.
4. **A careful balance of support and challenge within assessments.** The assessment briefs provided are suitably open and challenging, enabling learners to tailor their work where appropriate to their particular interests / needs, and encouraging the demonstration of Level 7 descriptors such as originality and criticality. At the same time, learners will be supported with written and verbal assessment guidance from module tutors and be able to access tutorials with module tutors and members of the Learning Skills and / or Inclusion Teams for further guidance.

Assessment schedule

Module code & title	Assessment type and weighting	Indicative submission date
HLT712 Contemporary Issues and New Directions in Public Health	Presentation, 100%	January assessment period
HLT713 Contemporary Issues and New Directions in Public Service Leadership	Presentation, 100%	January assessment period
HLT714 Behavioural Science: Theories for Human Behaviour and Behaviour Change	Written Assignment, 100%	May assessment period
HLT715 Inner and Outer Work for Professional Development and Social Change	Written Assignment, 20% Portfolio, 80%	August assessment period
HLT716 Evidence-Based Leadership and Practice	Presentation (10%) Written Assignment (30%) Coursework (20%) Dissertation/Project (40%)	August assessment period
HLT717 Healthy People: Strategies for Health Improvement and Promotion	Coursework (100%)	May assessment period
HLT718 Healthy Planet: Climate Action and Sustainable Development	Coursework (100%)	May assessment period
HLT719 Leadership and Practice for Systems Change	Coursework (100%)	May assessment period
HLT720 Leadership and Practice for Social Inclusion and Social Justice	Coursework (100%)	May assessment period

Assessment and award regulations

Derogations

None.

Non-Credit Bearing assessment

None.

Borderline Classifications (Undergraduate programmes)

Not applicable.

Ordinary Degrees

Not applicable.

Restrictions for trailing modules (Taught Masters)

None.

Prerequisites for processing to MRes research component

Not applicable.

Accreditation

Not applicable.

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 Questionnaire
- Student Voice Forum
- Individual student feedback
- Student representatives
- Continuous Programme Monitoring and Enhancement reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

Support for Students

The University has a range of departments that offer support for learners 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 to find out more about the Departments.

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

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

Equality and Diversity

Wrexham University is committed to providing access to all learners 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](#).