

## PROGRAMME SPECIFICATION

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### Award titles

#### Programme Title(s)

BSc (Hons) Public Health and Wellbeing  
BSc (Anrh) Iechyd a Lles y Cyhoedd  
BSc (Hons) Mental Health and Wellbeing  
BSc (Anrh) Iechyd Meddwla Lles  
Dip HE Health and Social Wellbeing  
Dip He Iechyd a Lles Cymdeithasol

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

n/a

#### Programme to be included in Graduation Ceremonies

Yes

### Delivery period

*Intakes for September 2022 – September 2026*

### Intake points

September

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndŵr University
<b>Programme delivered by</b>
Glyndŵr University
<b>Location of delivery</b>
Plas Coch Campus
<b>Faculty/Department</b>
Faculty of Social and Life Sciences Department of Health and Wellbeing
<b>Exit awards available</b>
BSc (Ord) Public Health and Wellbeing BSc (Ord) Mental Health and Wellbeing Dip HE Public Health and Wellbeing Dip HE Mental Health and Wellbeing Cert HE Health and Wellbeing
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
n/a

<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>
n/a
<b>HECoS codes</b>
100473
<b>UCAS code</b>
DipHE Health and Social Wellbeing 207G DipHE Health and Social Wellbeing with Foundation Year 207F BSc (Hons) Public Health and Wellbeing L510 BSc (Hons) Public Health and Wellbeing with Foundation Year 2C4B BSc (Hons) Mental Health and Wellbeing 2C3B BSc (Hons) Mental Health and Wellbeing with Foundation Year 2C4B
<b>Relevant QAA subject benchmark statement/s</b>
Health Studies 2019
<b>Mode of study</b>
Full & part time
<b>Normal length of study for each mode of study</b>
Full time: BSc (Hons) – 3 years (4 years with foundation year) Dip HE – 2 years (3 years with foundation year) Part time: BSc (Hons) – 6 years (8 years with foundation year) Dip HE – 4 years (6 years with foundation year)
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
Students starting on the health and wellbeing foundation year in 2021-22 will be invited to move onto these revalidated programmes.
<b>The following University Award Regulations apply to this programme</b>
General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees Language Admissions Policy

<b>OFFICE USE ONLY</b>	
Date of validation event:	2 <sup>nd</sup> November 2021
Date of approval by Academic Board:	6 <sup>th</sup> December 2021
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</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> 12 <sup>th</sup> May 2022 Admin change only to update DBS requirements

## 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](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Foundation Year	48 Tariff points and /or relevant experience
Foundation Degree	48 Tariff points and /or relevant experience
3 year Bachelors degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

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 <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details*).

### Non Standard entry criteria

A variety of qualifications are considered for entry onto this course, including BTEC and Access to HE Diploma.

Applicants who present a mixed profile of learning and development through qualifications and experience of working in health or social care, but who do not hold the above formal entry requirements will be considered on an individual basis, and may be asked to attend an interview with the admissions tutor(s).

Where the admissions tutor(s) feels an applicant would benefit from Level 3 study before starting on these full degree or diploma programmes, they will be advised to apply for the foundation year. Upon successful completion of the foundation year, the student will automatically progress onto the named degree programme. This route is advisable for applicants who:

- Do not meet the entry requirements for a full degree.
- Have been out of education for a length of time.
- Are looking to undertake a degree in an entirely new subject area.

## 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.

## 3 DBS Requirements

A DBS may be required for the placement component of the programme where the placement involves regulated activity working with vulnerable Children and/or Adults. This will be checked as part of the placement process, identifying where required, the appropriate type and level of DBS. Where required, the relevant DBS will be conducted prior to commencement on the placement. The type and level of DBS check required will be confirmed to you during the DBS application 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 students are required to disclose a criminal record acquired during the student's enrolment with the University.

## 4 Suitability for Practice Procedure

n/a

## 5 Aims of the programme

At the heart of these programmes is the ambition to enable students to become part of the public health, mental health and wellbeing professional community. As the primary care system faces unprecedented demands, the work of public health, mental health and wellbeing practitioners has never been more crucial. These programmes equip students with the knowledge, skills and attributes to become part of this vital workforce. The specific aims of the programmes are:

### **BSc(Hons) Public Health and Wellbeing**

Health is one of the most important things to people in life, yet so many people spend so much of their lives in poor health. Public health practitioners seek to protect, improve and promote the physical and mental health and wellbeing of individuals, communities and nations in rapidly changing social, economic, technological and planetary environments. They do this through creating the 'internal' and 'external' conditions for people to live healthily, as well as tackling the injustices that mean not everyone has the same ability to be healthy and well. This programme aims to equip students with the knowledge, skills and attributes to become an effective public health practitioner, capable of working with a diverse array of populations and of tackling a range of contemporary and 'wicked' public health issues.

### **BSc(Hons) Mental Health and Wellbeing**

It is a matter of public record that inequality of opportunity and of health outcomes exist for people who experience mental health challenges, that people with severe and enduring mental illness have a significantly shorter life expectancy and that much of this can be traced to socially determined factors. The programme aims therefore to equip students with not only the knowledge and understanding of the issues of social injustice and the socially formed 'double glazed glass ceiling' which can present for people with mental health problems but also the theoretical basis and practical skills to address these through non-medical, non-clinical frameworks. It further aims to demonstrate the links between physical and mental

health and the opportunities for working within a prevention and wellbeing-based philosophy to contribute to the reduction of future inequalities.

### **DipHE Health and Social Wellbeing**

The current health and social wellbeing landscape is an exciting and dynamic place to be, as it adapts and responds to the changing physical health and mental health needs of individuals, communities and societies. This programme aims to equip students with the knowledge, skills and attitudes to promote the physical and mental wellbeing of individuals and communities in the context of this health and social wellbeing landscape.

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

To effectively protect, improve and promote the physical and mental health and wellbeing of individuals, communities and nations practitioners need to be equipped with both academic and practical skills and knowledge, which all these programmes provide. Each programme also offers a number of distinctive features:

### **BSc(Hons) Public Health and Wellbeing**

- An exciting and cutting edge curriculum
- A carefully considered balance of theory, evidence and practice
- Preparation for employment through work based learning
- Authentic assessments that simulate 'real life' activities

### **BSc(Hons) Mental Health and Wellbeing**

- Theory linked to application in practice
- Preparing students to graduate into an emerging and evolving sector
- Broad range of assessments with real-life relevance
- Unique curriculum and focus

### **DipHE Health and Social Wellbeing**

- A broad based and integrative curriculum
- Cutting edge topics
- Responsive to a dynamic, cross sector employment arena
- Applied understanding through work based learning

## **7 Credit Accumulation and exit awards**

### **BSc (Hons) Public Health and Wellbeing**

#### **Exit Awards**

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education Health and Wellbeing.

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education Public Health and Wellbeing

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree Public Health and Wellbeing (Ordinary)

### **BSc (Hons) Mental Health and Wellbeing**

#### **Exit Awards**

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education Health and Wellbeing.

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education Mental Health and Wellbeing

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree Mental Health and Wellbeing (Ordinary)

### Dip HE Health and Social Wellbeing

#### Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education Health and Wellbeing.

### Transferring and 'Topping Up'

Students who are accepted onto the two Degree programmes above may transfer to the other Degree pathway or onto the Diploma HE up to start of Level 5, subject to programme leader approval.

On successful completion of the Diploma HE, students may opt to 'top up' to either Degree pathway via an Advanced Standing agreement.

## 8 Programme Structure Diagram, including delivery schedule

### Full-time delivery

#### Level 4 – all programmes

Mod Code	HLT429	Mod title	Study Skills and Personal Development	Credit value	40	Core	Semester 1 and 2
Mod Code	HLT425	Mod title	Health of the Nation: State of Play	Credit value	20	Core	Semester 1
Mod Code	HLT427	Mod title	Health, Wellbeing and the Body	Credit value	20	Core	Semester 1
Mod Code	HLT426	Mod title	Health Inequalities and Social Justice	Credit value	20	Core	Semester 2
Mod Code	HLT428	Mod title	Key Concepts in Health, Mental Health and Wellbeing	Credit value	20	Core	Semester 2

#### Level 5 – BSc (Hons) Public Health and Wellbeing

Mod Code	HLT527	Mod title	Personal and Professional Development	Credit value	20	Core	Semester 1 and 2
Mod Code	HLT524	Mod title	Health Behaviour across the Life Course	Credit value	20	Core	Semester 1
Mod Code	HLT523	Mod title	Contemporary Issues in Public Health	Credit value	20	Core	Semester 1
Mod Code	HLT529	Mod title	Preparing for Real World Research in Health	Credit value	20	Core	Semester 2
Mod Code	HLT530	Mod title	Strategies for Health Improvement and Promotion	Credit value	20	Core	Semester 2
Mod Code	HLT528	Mod title	Policy and Practice in Public Health	Credit value	20	Core	Semester 2

### Level 5 – BSc (Hons) Mental Health and Wellbeing

Mod Code	HLT527	Mod title	Personal and Professional Development	Credit value	20	Core	Semester 1 and 2
Mod Code	HLT524	Mod title	Health Behaviour across the Life Course	Credit value	20	Core	Semester 1
Mod Code	HLT526	Mod title	Mental Health and the Body	Credit value	20	Core	Semester 1
Mod Code	HLT529	Mod title	Preparing for Real World Research in Health	Credit value	20	Core	Semester 2
Mod Code	HLT530	Mod title	Strategies for Health Improvement and Promotion	Credit value	20	Core	Semester 2
Mod Code	HLT525	Mod title	Mental Health Law and Policy	Credit value	20	Core	Semester 2

### Level 5 – Dip HE Health and Social Wellbeing

Mod Code	HLT527	Mod title	Personal and Professional Development	Credit value	20	Core	Semester 1 and 2
Mod Code	HLT524	Mod title	Health Behaviour across the Life Course	Credit value	20	Core	Semester 1
Mod Code	HLT526	Mod title	Mental Health and the Body	Credit value	20	Core	Semester 1
Mod Code	HLT529	Mod title	Preparing for Real World Research in Health	Credit value	20	Core	Semester 2
Mod Code	HLT530	Mod title	Strategies for Health Improvement and Promotion	Credit value	20	Core	Semester 2
Mod Code	HLT528	Mod title	Policy and Practice in Public Health	Credit value	20	Core	Semester 2

### Level 6 – BSc (Hons) Public Health and Wellbeing

Mod Code	HLT619	Mod title	Developing Practice and Preparing for Employment	Credit value	20	Core	Semester 1 and 2
Mod Code	HLT620	Mod title	Doing Real World Research in Health	Credit value	40	Core	Semester 1 and 2
Mod Code	HLT621	Mod title	Health Behaviour Change: Theory and Practice	Credit value	20	Core	Semester 1
Mod Code	HLT624	Mod title	Wicked Problems and Emerging Threats in Public Health	Credit value	20	Core	Semester 2
Mod Code	HLT625	Mod title	Working with Public Health Data	Credit value	20	Core	Semester 2

### Level 6 – BSc (Hons) Mental Health and Wellbeing

Mod Code	HLT619	Mod title	Developing Practice and Preparing for Employment	Credit value	20	Core	Semester 1 and 2
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Mod Code	HLT620	Mod title	Doing Real World Research in Health	Credit value	40	Core	Semester 1 and 2
Mod Code	HLT618	Mod title	Approaches and Theories for Contemporary Mental Health Practice	Credit value	20	Core	Semester 1
Mod Code	HLT622	Mod title	Mental Health: Cultural and Societal Perspectives	Credit value	20	Core	Semester 2
Mod Code	HLT623	Mod title	Skills and Settings for Contemporary Mental Health Practice	Credit value	20	Core	Semester 2

**Part-time delivery  
Level 4 – all programmes**

Year 1							
Mod Code	HLT429	Mod title	Study Skills and Personal Development	Credit value	40	Core	Semester 1 and 2
Mod Code	HLT425	Mod title	Health of the Nation: State of Play	Credit value	20	Core	Semester 1
Mod Code	HLT428	Mod title	Key Concepts in Health, Mental Health and Wellbeing	Credit value	20	Core	Semester 2
Year 2							
Mod Code	HLT427	Mod title	Health, Wellbeing and the Body	Credit value	20	Core	Semester 1
Mod Code	HLT426	Mod title	Health Inequalities and Social Justice	Credit value	20	Core	Semester 2

**Level 5 – BSc (Hons) Public Health and Wellbeing**

Year 1							
Mod Code	HLT527	Mod title	Personal and Professional Development	Credit value	20	Core	Semester 1 and 2
Mod Code	HLT524	Mod title	Health Behaviour across the Life Course	Credit value	20	Core	Semester 1
Mod Code	HLT528	Mod title	Policy and Practice in Public Health	Credit value	20	Core	Semester 2
Year 2							
Mod Code	HLT523	Mod title	Contemporary Issues in Public Health	Credit value	20	Core	Semester 1
Mod Code	HLT529	Mod title	Preparing for Real World Research in Health	Credit value	20	Core	Semester 2
Mod Code	HLT530	Mod title	Strategies for Health Improvement and Promotion	Credit value	20	Core	Semester 2

**Level 5 – BSc (Hons) Mental Health and Wellbeing**

Year 1							
Mod Code	HLT527	Mod title	Personal and Professional Development	Credit value	20	Core	Semester 1 and 2



Mod Code	HLT524	Mod title	Health Behaviour across the Life Course	Credit value	20	Core	Semester 1
Mod Code	HLT525	Mod title	Mental Health Law and Policy	Credit value	20	Core	Semester 2
<b>Year 2</b>							
Mod Code	HLT526	Mod title	Mental Health and the Body	Credit value	20	Core	Semester 1
Mod Code	HLT529	Mod title	Preparing for Real World Research in Health	Credit value	20	Core	Semester 2
Mod Code	HLT530	Mod title	Strategies for Health Improvement and Promotion	Credit value	20	Core	Semester 2

#### Level 5 – Dip HE Health and Social Wellbeing

<b>Year 1</b>							
Mod Code	HLT527	Mod title	Personal and Professional Development	Credit value	20	Core	Semester 1 and 2
Mod Code	HLT524	Mod title	Health Behaviour across the Life Course	Credit value	20	Core	Semester 1
Mod Code	HLT528	Mod title	Policy and Practice in Public Health	Credit value	20	Core	Semester 2
<b>Year 2</b>							
Mod Code	HLT526	Mod title	Mental Health and the Body	Credit value	20	Core	Semester 1
Mod Code	HLT529	Mod title	Preparing for Real World Research in Health	Credit value	20	Core	Semester 2
Mod Code	HLT530	Mod title	Strategies for Health Improvement and Promotion	Credit value	20	Core	Semester 2

#### Level 6 – BSc (Hons) Public Health and Wellbeing

<b>Year 1</b>							
Mod Code	HLT619	Mod title	Developing Practice and Preparing for Employment	Credit value	20	Core	Semester 1 and 2
Mod Code	HLT621	Mod title	Health Behaviour Change: Theory and Practice	Credit value	20	Core	Semester 1
Mod Code	HLT625	Mod title	Working with Public Health Data	Credit value	20	Core	Semester 2
<b>Year 2</b>							
Mod Code	HLT620	Mod title	Doing Real World Research in Health	Credit value	40	Core	Semester 1 and 2
Mod Code	HLT624	Mod title	Wicked Problems and Emerging Threats in Public Health	Credit value	20	Core	Semester 2

#### Level 6 – BSc (Hons) Mental Health and Wellbeing

<b>Year 1</b>							
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Mod Code	HLT619	Mod title	Developing Practice and Preparing for Employment	Credit value	20	Core	Semester 1 and 2
Mod Code	HLT618	Mod title	Approaches and Theories for Contemporary Mental Health Practice	Credit value	20	Core	Semester 1
Mod Code	HLT622	Mod title	Mental Health: Cultural and Societal Perspectives	Credit value	20	Core	Semester 2
<b>Year 2</b>							
Mod Code	HLT620	Mod title	Doing Real World Research in Health	Credit value	40	Core	Semester 1 and 2
Mod Code	HLT623	Mod title	Skills and Settings for Contemporary Mental Health Practice	Credit value	20	Core	Semester 2

## 9 Intended learning outcomes of the programme

### BSc (Hons) Public Health and Wellbeing Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Demonstrate knowledge and understanding of key concepts in health, mental health and wellbeing and their value when studying and practicing in these fields.	Demonstrate knowledge and understanding of psychological and sociological models and theories that can be applied to make sense of health, mental health and wellbeing-related behaviours.	Demonstrate knowledge and understanding of the strengths and limitations of behaviour change as a strategy for health improvement and promotion, and of specific sociological and psychological theories and models for behaviour change.	Demonstrate knowledge and understanding of the research process in the field of public health.
A2	Demonstrate knowledge and understanding of the 'state' of people's health, mental health and wellbeing in local and national contexts, identifying common physical and mental health problems and their risk factors.	Demonstrate knowledge and understanding of contemporary public health issues, including their emergence as an issue and epidemiology.	Demonstrate knowledge and understanding of 'wicked' problems in the field of public health.	Demonstrate critical and sustained knowledge and understanding of a public health related topic through a personal research project.
A3	Demonstrate knowledge and understanding of the normal and abnormal functioning of body systems.	Demonstrate knowledge and understanding of the efficacy and effectiveness of different strategies for health improvement and promotion among specific populations.	Demonstrate knowledge and understanding of the value and uses of public health data, and the social, economic and ethical contexts and debates within which public health data are situated.	
A4	Demonstrate knowledge and understanding of health inequalities, including how they are experienced by individuals and communities and how they can be explained.	Demonstrate knowledge and understanding of politics, the policy process and key public health policies.	Demonstrate knowledge and understanding of the public health and wellbeing employability landscape.	

### Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1	Apply key concepts from sociological and psychological theories to real life issues in health, mental health and wellbeing fields.	Apply and appraise psychological and sociological models and theories to explain a person's health, mental health and wellbeing-related behaviour over the life course.	Critically evaluate the evidence base surrounding the use of behaviour change theories and models to underpin health improvement and promotion strategies.	Discuss a personal research project and the findings in relation to existing literature, drawing out strengths, limitations and future direction for research as appropriate.
B2	Recognise the models of health through which common physical and mental health problems can be understood.	Evaluate the evidence- and theory-based practices of policy makers in the health sector.	Critically appraise and discuss the role of theory in making sense of wicked public health problems.	Analyse either primary or secondary data following an established method to answer a research question(s).
B3	Recognise the physiological and anatomical signs and symptoms of common physical and mental health problems.	Critically review qualitative and quantitative methodologies, comparing and contrasting their suitability for, and application to, research in the fields of health, mental health, and wellbeing.	Locate and interpret relevant public health data from databases and observatories.	
B4	Review policy and legislation related to equality and consider how it contributes to the social justice agenda.	Evaluate the merits, risks, and ethical implications of research in the fields of health, mental health, and wellbeing.	Draw upon theory, evidence and practice to recommend how to protect, improve and promote the health, mental health and wellbeing of individuals and communities.	

## Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	Identify good quality academic literature in the health, mental health and wellbeing fields and use this in an academic context.	Develop a strategy to improve or promote health, mental health or wellbeing for a specific population.	Propose strategies for tackling wicked public health problems.	Collect either primary or secondary data following an established method to answer a research question(s).
C2	Demonstrate core skills in academic writing and referencing.	Propose and justify a methodology for an ethically sound undergraduate research study that has a clear rationale and research question(s).	Work with 'live' secondary public health data to produce a recognised data communication.	Work with a supervisor to develop, undertake and manage an ethically sound research project in the field of public health.
C3	Communicate information about health, mental health and wellbeing in appropriate oral formats.	Demonstrate effective written and oral communication skills.	Communicate health, mental health and wellbeing related information effectively through 'authentic' written and oral formats.	Disseminate findings from, and defend, a personal research project to an appropriate audience.

	Level 4	Level 5	Level 6	Level 6 (Hons)
C4	Use digital technology to locate and disseminate health, mental health and wellbeing related information.	Use digital technology effectively to locate and disseminate high quality health, mental health and wellbeing related information.	Use digital technology effectively to produce 'authentic' health communications.	

### Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	Demonstrate professional communication skills, attitudes and behaviours.	Appraise and develop academic, personal and professional skills and attributes.	Critically reflect upon their learning and academic skills, and identify actions to further develop these as they seek to move into or advance their career.	Discuss the implications for practice of a personal research project.
D2	Evidence the ability to work as part of a small group to produce a shared outcome.	Develop a career plan and identify the key skills and actions needed to achieve this.	Demonstrate a set of transferable graduate skills and attributes and apply these in a work based learning setting.	Demonstrate project management skills.
D3	Identify current knowledge, skills, attributes, and goals for personal and academic development.	Adapt learning to a work based placement and reflect on the relevance of academic, personal and professional skills and attributes in a real life context.	Critically reflect upon all aspects of graduate skills and attributes in relation to work based learning and their employability and career aspirations.	
D4	Recognise the health, mental health and wellbeing sectors through which common physical and mental health problems can be treated.	Discuss contemporary workplace issues such as emotional resilience, and person-centred and evidence-based practice.	Evidence the ability to work autonomously.	

### BSc (Hons) Mental Health and Wellbeing Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Demonstrate knowledge and understanding of key concepts in	Demonstrate knowledge and understanding of psychological and	Demonstrate knowledge and understanding of the cultural and	Demonstrate knowledge and understanding of the research process

	Level 4	Level 5	Level 6	Level 6 (Hons)
	health, mental health and wellbeing and their value when studying and practicing in these fields.	sociological models and theories that can be applied to make sense of health, mental health and wellbeing-related behaviours.	ethnic factors which may present differing understandings of the causes of and treatments for mental ill health.	in the field of mental health and wellbeing
A2	Demonstrate knowledge and understanding of the 'state' of people's health, mental health and wellbeing in local and national contexts, identifying common physical and mental health problems and their and risk factors.	Demonstrate knowledge and understanding of the efficacy and effectiveness of different strategies for health improvement and promotion among specific populations.	Demonstrate knowledge and understanding of the theory underpinning non-medical interventions which promote mental wellbeing and good mental health and their place in recovery from illness.	Demonstrate critical and sustained knowledge and understanding of a mental health related topic through a personal research project.
A3	Demonstrate knowledge and understanding of the normal and abnormal functioning of body systems.	Demonstrate knowledge and understanding of the links between physical and mental health, evaluating physical health interventions and approaches that promote mental wellbeing.	Demonstrate knowledge and understanding of the practical application of this theory to health promoting activities.	
A4	Demonstrate knowledge and understanding of health inequalities, including how they are experienced by individuals and communities and how they can be explained.	Demonstrate knowledge of law and policy applicable to those experiencing, or at risk of, mental health problems and an appreciation of the impact upon the person that the provisions of such law and policy may have.	Demonstrate knowledge and understanding of the mental health and wellbeing employability landscape.	

### Intellectual Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
B1	Apply key concepts from sociological and psychological theories to real life issues in health, mental health and wellbeing fields.	Apply and appraise psychological and sociological models and theories to explain a person's health, mental health and wellbeing-related behaviour over the life course.	Critically appraise and discuss the role of society and culture in understanding the individual experience of poor mental health.	Discuss a personal research project and the findings in relation to existing literature, drawing out strengths, limitations and future direction for research as appropriate.

	Level 4	Level 5	Level 6	Level 6 (Hons)
B2	Recognise the models of health through which common physical and mental health problems can be understood.	Evaluate the merits and risks of mental health law and policy in contemporary society.	Critically appreciate the role of non-medical approaches in mental health practice and the interpersonal skills needed to engage people in such interventions.	Analyse either primary or secondary data following an established method to answer a research question(s).
B3	Recognise the physiological and anatomical signs and symptoms of common physical and mental health problems.	Critically review qualitative and quantitative methodologies, comparing and contrasting their suitability for, and application to, research in the fields of health, mental health, and wellbeing.	Evaluate critically their preparedness for employment with reference to the Glyndwr graduate framework.	
B4	Review policy and legislation related to equality and consider how to contribute to the social justice agenda.	Evaluate the merits, risks, and ethical implications of research in the fields of health, mental health, and wellbeing.	Draw upon theory and to demonstrate how to protect, improve and promote the mental health and wellbeing of individuals in non-medical settings.	

### Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	Identify good quality academic literature in the health, mental health and wellbeing fields and use this in an academic context.	Develop a strategy to improve or promote health, mental health or wellbeing for a specific population.	Demonstrate the ability to communicate therapeutically to enhance engagement in mental health promoting activities.	Collect either primary or secondary data following an established method to answer a research question(s).
C2	Demonstrate core skills in academic writing and referencing.	Propose and justify a methodology for an ethically sound undergraduate research study that has a clear rationale and research question(s).	Utilise theory and available evidence to explain the efficacy or otherwise of non-medical interventions in mental health and wellbeing.	Work with a supervisor to develop, undertake and manage an ethically sound research project in the field of mental health.
C3	Communicate information about health, mental health and wellbeing in appropriate oral formats.	Demonstrate effective written and oral communication skills.	Communicate health, mental health and wellbeing related information effectively through 'authentic' written and oral formats.	Disseminate findings from, and defend, a personal research project to an appropriate audience.



	Level 4	Level 5	Level 6	Level 6 (Hons)
C4	Use digital technology to locate and disseminate health, mental health and wellbeing related information.	Use digital technology effectively to locate and disseminate high quality health, mental health and wellbeing related information.	Use digital technology effectively to produce 'authentic' health communications.	

### Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	Demonstrate professional communication skills, attitudes and behaviours.	Appraise and develop academic, personal and professional skills and attributes.	Critically reflect upon their learning and academic skills, and identify actions to further develop these as they seek to move into or advance their career.	Discuss the implications for practice of a personal research project.
D2	Evidence the ability to work as part of a small group to produce a shared outcome.	Develop a career plan and identify the key skills and actions needed to achieve this.	Demonstrate a set of transferable graduate skills and attributes and apply these in a work based learning setting.	Demonstrate project management skills.
D3	Identify current knowledge, skills, attributes, and goals for personal and academic development.	Adapt learning to a work based placement and reflect on the relevance of academic, personal and professional skills and attributes in a real life context.	Critically reflect upon all aspects of graduate skills and attributes in relation to work based learning and their employability and career aspirations.	
D4	Recognise the health, mental health and wellbeing sectors through which common physical and mental health problems can be treated.	Discuss contemporary workplace issues such as emotional resilience, and person-centred and evidence-based practice.	Evidence the ability to work autonomously.	

### Dip HE Health and Social Wellbeing Knowledge and Understanding

	Level 4	Level 5
A1	Demonstrate knowledge and understanding of key concepts in health, mental health and wellbeing and their value when studying and practicing in these fields.	Demonstrate knowledge and understanding of psychological and sociological models and theories that can be applied to make sense of health, mental health and wellbeing-related behaviours.

	Level 4	Level 5
A2	Demonstrate knowledge and understanding of the 'state' of people's health, mental health and wellbeing in local and national contexts, identifying common physical and mental health problems and their and risk factors.	Demonstrate knowledge and understanding of the links between physical and mental health, evaluating physical health interventions and approaches that promote mental wellbeing.
A3	Demonstrate knowledge and understanding of the normal and abnormal functioning of body systems.	Demonstrate knowledge and understanding of the efficacy and effectiveness of different strategies for health improvement and promotion among specific populations.
A4	Demonstrate knowledge and understanding of health inequalities, including how they are experienced by individuals and communities and how they can be explained.	Demonstrate knowledge and understanding of politics, the policy process and key public health policies.

### Intellectual Skills

	Level 4	Level 5
B1	Apply key concepts from sociological and psychological theories to real life issues in health, mental health and wellbeing fields.	Apply and appraise psychological and sociological models and theories to explain a person's health, mental health and wellbeing-related behaviour over the life course.
B2	Recognise the models of health through which common physical and mental health problems can be understood.	Evaluate the evidence- and theory-based practices of policy makers in the health sector.
B3	Recognise the physiological and anatomical signs and symptoms of common physical and mental health problems.	Critically review qualitative and quantitative methodologies, comparing and contrasting their suitability for, and application to, research in the fields of health, mental health, and wellbeing.
B4	Review policy and legislation related to equality and consider how to contribute to the social justice agenda.	Evaluate the merits, risks, and ethical implications of research in the fields of health, mental health, and wellbeing.

### Subject Skills

	Level 4	Level 5
C1	Identify good quality academic literature in the health, mental health and wellbeing fields and use this in an academic context.	Develop a strategy to improve or promote health, mental health or wellbeing for a specific population.
C2	Demonstrate core skills in academic writing and referencing.	Propose and justify a methodology for an ethically sound undergraduate research study that has a clear rationale and research question(s).
C3	Communicate information about health, mental health and wellbeing in appropriate oral formats.	Demonstrate effective written and oral communication skills.
C4	Use digital technology to locate and disseminate health, mental health and wellbeing related information.	Use digital technology effectively to locate and disseminate high quality health, mental health and wellbeing related information.

## Practical, Professional and Employability Skills

	Level 4	Level 5
D1	Demonstrate professional communication skills, attitudes and behaviours.	Appraise and develop academic, personal and professional skills and attributes.
D2	Evidence the ability to work as part of a small group to produce a shared outcome.	Develop a career plan and identify the key skills and actions needed to achieve this.
D3	Identify current knowledge, skills, attributes, and goals for personal and academic development.	Adapt learning to a work based placement and reflect on the relevance of academic, personal and professional skills and attributes in a real life context.
D4	Recognise the health, mental health and wellbeing sectors through which common physical and mental health problems can be treated.	Discuss contemporary workplace issues such as emotional resilience, and person-centred and evidence-based practice.

## 10 Learning and teaching strategy

The learning and teaching strategy developed for these programmes aims to ensure that 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 an Active Learning Framework (ALF) that is accessible, flexible and research-informed. WGU's ALF is based upon the principles of the Universal Design for Learning (UDL), which is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. ALF embraces accessible, engaging and flexible approaches to learning, teaching and assessment in order that students are afforded the very best opportunities to engage actively with their learning. The active learning opportunities provided as part of these programmes include:

### Face to Face Learning

Face to face learning will take the form of a range of engaging and interactive sessions, including lectures, seminars and workshops in both indoor and outdoor spaces. The sessions will deliver core module content and include individual and group work, drawing upon case studies and problem based learning. Wherever possible, face to face learning will be recorded for students to revisit via the Virtual Learning Environment (VLE).

### Virtual Learning

Virtual learning will take place via a range of platforms including the VLE and Microsoft Teams. Asynchronous learning activities will include a range of 'bitesized' tasks including videos, recorded lectures, quizzes, discussion forums, workbooks, readings, galleries and virtual visits. Synchronous learning activities will involve discussions, case studies, reflections, problem based learning and simulation, and will wherever appropriate be recorded for students to revisit via the VLE.

### Tutorials

Tutorials will take place both face to face and virtually, on a one to one and group basis. Tutorials will take an active and empowering approach, with preparatory tasks and with students encouraged to ask questions, think critically, and take control of their learning.

### Dissertation supervision

Supervision will take place both face to face and virtually at scheduled times during the academic year. Structured guidance and online appointment booking via the VLE will be utilised in order that students make full and active use of their supervision.

## 11 The Wrexham Glyndwr Graduate

At Glyndŵr 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.

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 Work based/placement learning statement

Students will be required to undertake Work Based Learning (WBL). This will take place at Level 5 for the Diploma HE programme, and at Level 5 and Level 6 of the Degree programmes:

- Level 5: 100 hours as part of Personal and Professional Development (20 credits)
- Level 6: 80 hours as part of Developing Practice and Preparing for Employment (20 credits)

Students will self-select their WBL provider, with support from the Programme team and relevant University departments, in order to allow students to pursue their own area of interest and develop skills in proactively seeking opportunities. The team, working with the wider placements team in the University, have an established and growing network of contacts who may be able to provide opportunities for students.

In order to ensure that WBL opportunities are appropriate, well monitored and effectively reviewed and assessed, the following measures will be put in place:

- Students will be informed regarding the nature of and expectations regarding WBL and given guidance about how to identify opportunities, with support from the Module Leader and relevant University support services.
- Students will negotiate and agree a learning contract with the WBL provider, defining the tasks to be undertaken, identifying a learning mentor within the organisation, and agreeing key contact and review points and any further relevant actions.
- Module leaders/relevant Programme staff will review and agree the learning contract before the WBL commences, ensuring insurance/health and safety policies are in place.
- WBL providers will be given information regarding expectations of the student, provider and university, and contact information for Programme staff.
- WBL mentors will provide feedback for students which will be included in the assessment.
- Students will reflect on their WBL as an integral part of portfolio assessments, and Programme Leaders will foster reflective practice as a means to develop and enhance knowledge, skills and competencies.

In the event of mitigating circumstances or if a student unexpectedly no longer has a WBL opportunity available to them, the programme team will negotiate with the student an alternative learning experience, which may include organisational visits, observations, reflective activity, shadowing and the use of simulated learning.

Students' attendance will be required as a 'pass/fail' element of the assessment. 100% attendance is required to achieve a pass. If a student did not attend or otherwise did not meet the agreed learning contract, the work based learning mentor would contact the module tutor who would initially reaffirm expectations with the student. If the issue continued the work based learning contract would be terminated. If attendance did not meet 100%, in the event of mitigating circumstances an alternative learning experience would be negotiated

as detailed above. In the absence of mitigating circumstances the student would be offered an opportunity to resubmit in accordance with university policy, with a second work based learning provider and contract agreed. The student would be permitted to carry forward any completed work based learning hours from the previous attempt.

### 13 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh and may complete their Work based learning in a Welsh medium setting if they wish to do so.

### 14 Assessment strategy

The assessment strategy has been developed in line with WGU's Active Learning Framework (ALF), Strategy for Supporting Student Learning and Achievement (SSSLA), relevant QAA Benchmark Statements, and with consideration of the HEA Transforming Assessment agenda. It seeks to balance formative and summative assessments, and includes diverse assessment methods to improve validity, authenticity and inclusivity, thus maximising their relevance to students and focus on assessing programme and module level outcomes.

All modules will include opportunities for students to receive formative feedback on their work. Opportunities will include the ability to submit draft work and book tutorials with module tutors to discuss their assessments. The inclusion of discussion forums as part of asynchronous learning activities will also provide an opportunity for module tutors to feedback on student learning.

At Level 4, a diverse range of 'traditional' methods of assessment are included in order to enable students to build their confidence and core oral and written communications skills. An early written assessment is included in order to identify students who may benefit from signposting to additional support from the Learning Skills team.

At Level 5, a combination of traditional and more 'authentic' methods of assessment are included. The traditional methods of assessment become more challenging, for example, by requiring students to present work as an individual or pair, rather than as part of a group. The authentic assessments will enable students to begin to think about the communication of information to audiences relevant to the workplace.

At Level 6, modules primarily include 'authentic' methods of assessment. For example, the dissertation will be submitted in the form of a journal article, and students will be required to participate in an 'interview' to demonstrate their graduate skills, knowledge and attributes. To both challenge and engage students at this level, exciting and innovative methods of assessment are included, such as a series of in-class discussions and a practical proposal for a therapeutic activity, both of which are highly reminiscent of real-life scenarios graduates may find themselves in. Furthermore, to enhance inclusivity at this level, both programmes include a module where students have the option to submit work in either oral or written formats.

Module code & title	Assessment type and weighting	Indicative submission date
HLT429 Study Skills and Personal Development	Portfolio, 100%	Multiple points across Sem 1 and 2

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Indicative submission date</b>
HLT425 Health of the Nation: State of Play	Written Assignment, 100%	Sem 1, Wk 13
HLT427 Health, Wellbeing and the Body	Examination, 100%	Sem 1 Examination Week
HLT426 Health Inequalities and Social Justice	Presentation, 60% Coursework, 40%	Sem 2, Wk 13
HLT428 Key Concepts in Health, Mental Health and Wellbeing	Written Assignment, 100%	Sem 2, Wk 14
HLT527 Personal and Professional Development	Portfolio, 100% Attendance – Pass/Fail	Multiple points across Sem 1 and 2
HLT524 Health Behaviour across the Life Course	Written Assignment, 100%	Sem 1, Wk 12
HLT523 Contemporary Issues in Public Health	Presentation, 80% Coursework, 20%	Sem 1, Wk 13
HLT526 Mental Health and the Body	Presentation, 80% Coursework, 20%	Sem 1, Wk 13
HLT529 Preparing for Real World Research in Health	Written Assignment, 100%	Sem 2, Wk 12
HLT530 Strategies for Health Improvement and Promotion	Coursework, 100%	Sem 2, Wk 13
HLT528 Policy and Practice in Public Health	Written Assignment, 100%	Sem 2, Wk 14
HLT525 Mental Health Law and Policy	Practical, 100%	Sem 2, Wk 14
HLT619 Developing Practice and Preparing for Employment	Portfolio, 100% Attendance – Pass/Fail	Multiple points across Sem 1 and 2
HLT620 Doing Real World Research in Health	Dissertation/Project, 60% Oral Assessment, 20% Coursework, 20%	Sem 2, Wk 10
HLT621 Health Behaviour Change: Theory and Practice	Written Assignment, 100%	Sem 1, Wk 13
HLT618 Approaches and Theories for Contemporary Mental Health Practice	Coursework, 100%	Sem 1, Wk 13
HLT624 Wicked Problems and Emerging Threats in Public Health	Oral assessment, 100%	Multiple points across Sem 2



Module code & title	Assessment type and weighting	Indicative submission date
HLT625 Working with Public Health Data	Coursework, 100%	Sem 2, Wk 13
HLT622 Mental Health: Cultural and Societal Perspectives	Coursework, 100%	Sem 2, Wk 13
HLT623 Skills and Settings for Contemporary Mental Health Practice	Practical, 40% Written Assignment, 60%	Sem 2, Wk 14

## 15 Assessment and award regulations

### Derogations

None

### Prerequisite

Students must complete and pass HLT529 Preparing for Real World Research in Health in order to progress onto HLT620 Doing Real World Research in Health.

### Non Credit Bearing assessment

n/a

### Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the HLT620 Doing Real World Research in Health module is within the higher classification.

### Ordinary Degrees

n/a

## 16 Accreditation

n/a

## 17 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)

## 18 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 Glyndŵr website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments.

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

All students at Wrexham Glyndŵr 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.

## 19 Equality and Diversity

Glyndŵr 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

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity>.

