



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	<b>School of Social and Health Sciences</b>
<b>Professional accreditation body</b> ( <i>if applicable</i> )	n/a
<b>Final award</b> ( <i>eg. BA Hons</i> )	<b>BSc (Hons) with Foundation Year in Health and Care</b>
<b>Title of programme(s)</b>	<b>BSc (Hons) Health and Social Care with Foundation Year in Health and Care (Off-site provision only)</b>
<b>Subsidiary award(s)</b> ( <i>if any</i> )	<b>Ordinary Degree (with Foundation Year) Diploma of Higher Education (with Foundation Year) Certificate of Higher Education (with Foundation Year) Foundation Certificate</b>
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	<b>Single after progression to Level 4</b>
<b>Duration and mode(s) of study</b>	<b>4 years full-time (one of these is a foundation year)</b>
<b>Start date</b> (this version) ( <i>month and year</i> )	<b>September 2019</b>
<b>Periodic review next due</b> ( <i>acad. year</i> )	<b>2023</b>
<b>JACS subject code(s)</b> ( <i>Level 3</i> ) (Please refer to HESA listing on AQO website)	<b>L500/100476</b>
<b>UCAS course code &amp; code name</b>	
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> )	
<b>Delivery venue(s)</b>	<b>Partner colleges</b>

### 2. Aims of the programme

**Rationale and general aims, including what is special about this programme  
(from the student's and a marketing perspective)**

The aim of the Foundation Year is to provide you with an introduction to issues and questions that are key to understanding health and care. You will be encouraged to explore issues such as life quality, effective caring and communication. You will also gain an understanding of the basic factors that influence health and caring.

You will therefore be provided with an opportunity to actively develop your knowledge of health and caring whilst gaining specialised tuition in core academic skills. Through this process it is anticipated that your confidence and readiness for Level 4 study will be enhanced.

This programme offers you an alternative entry route for undergraduate study if you are not in a position to commence your university studies at Level 4. Therefore, the Health and Care Foundation Year pathway aims to provide access to higher education for students who may otherwise be excluded from university study. For example, you might not have the usual entry requirements to commence learning at Level 4. It is also intended to be a useful pathway for students who have been out of education for a number of years. You may also wish to further build your confidence before studying at Level 4. The Foundation Year in Health and Care pathway consequently endeavours to promote a widening of participation in higher education.

On completion of the foundation year, you should be well equipped to go on to Level 4 study on the named linked honours degree programme.

### **3. Student learning outcomes at the level of Foundation Certificate. The learning outcomes for full degree Levels 4 – 6 are described in the relevant Programme Specification.**

#### **Learning outcomes in terms of:**

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the foundation year, students will have demonstrated:

- K1 knowledge of key issues connected to health and care
- K2 knowledge of concepts related to health and care
- K3 an understanding of the basic theories that have been developed to understand health and caring
- K4 knowledge of technical terminology and scholarly conventions
- K5 knowledge of how to effectively present academic work in a variety of forms
- I1 ability to identify and comment on concepts related to health and caring
- I2 ability to complete a range of assessments
- I3 ability to recognise and describe several theories that have been employed to understand health and effective caring
- I4 ability to present results that draw appropriately upon scholarly research and debate

#### Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others

- E3 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from various sources
- E4 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes
- E5 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget
- E6 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively
- E7 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

The subject benchmark statements that are particularly relevant to this programme are:

- (1) the QAA subject benchmark statement for Health Studies.

### 4. Learning outcomes for subsidiary awards

<p><b>Guidance</b></p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 0.</p>	<p><b>Generic Learning outcomes for the award of <u>Foundation Certificate in Health and Care</u>:</b></p> <p>On successful completion of 120 credits at Level 0, students will be able to access this award if they formally state that they do not wish to further pursue their studies at Level 4 study on the linked pathway to the Foundation Year in Health and Care.</p> <p>They must have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) describe key concepts related to health and caring;</li> <li>ii) outline several different theories that have been used to produce an understanding of health and caring;</li> <li>iii) communicate their knowledge and awareness coherently, using appropriate scholarly conventions and techniques;</li> <li>iv) undertake a sustained project on a topic connected to health and caring.</li> </ul>
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## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The Foundation Year in Health and Care is designed to provide students with: (1) an introduction to health and caring, (2) the skills that will allow them to make a successful progression to Level 4 study and (3) an opportunity to undertake a sustained investigation on a topic of their choice in an area related to their intended future undergraduate studies.

The modules of the Health and Care Foundation Year can be grouped into the following strands:

#### *Study Skills, Confidence Building and Project Work*

SOC/SHN/LAW/CYP/BMM/COM/HUM3113      Academic Skills and Studying with Confidence

SOC/SHN/LAW/CYP/BMM/COM/HUM3103      Project

SHN 3023              Introduction to Effective Caring

SHN3013              Being Healthy in a Modern World

## 6. Structure

### Foundation Year to BSc (Hons) Health and Social Care

**Duration:** 1 year full-time

**Total credit rating:** 120 (for those not progressing to Level 4 on a linked degree)

**Level 0** – with effect from September 2019

**Core:** Students are required to take:

SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence credits	Sem 1-2	30
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project	Sem 2	30 credits
SHN3023 Introduction to Effective Caring	Sems 1-2	30 credits
SHN3013 Being Healthy in a Modern World	Sems 1-2	30 credits

*Please refer to relevant degree Programme Specification for the structure of Levels 4, 5 and 6 of the following three years.*

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching provision on the Foundation Year in Health and Care is aligned with the central goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2015-2020. It will provide an experience which is student-centred; teaching which is responsive to the needs of individual students; and a framework within which students are encouraged to begin to their abilities to engage in critical thinking and analytical skills. These are however contextualised within the nature of Level 0.

The following approaches are prioritised in the Foundation Year of the linked BSc (Hons) Health and Social Care:

#### Learning

The focus will be on ensuring that students have an opportunity to develop their understanding of key concepts that are introduced in each module by applying them through active enquiry, practical research tasks, exercises and collaborative projects.

**A Progressive Learning Structure** is built into the course design:

Students will begin their Level 0 by having an opportunity to develop their academic skills and confidence, before having an opportunity to apply these when they study a negotiated topic of choice for the Project module in Semester 2. How to effectively engage in academic writing, oral presentation and research information will be focused upon in the first semester of the Foundation Year. In their studies students will begin by looking at key issues before applying academic concepts and theories to these.

#### Teaching

- **Student-Led Enquiry:** The main form of teaching session will be seminars and workshops, where concepts and skills introduced by the lecturer will be learned through practical application – specific tasks, problem-solving and discussion, with regular provision of formative feedback on those activities.
- **Directed Activities:** Although students will not undertake directed activities at Level 0, students will be set regular activities that will require completion outside formal classes. Formative feedback will be provided on these.
- **Use of VLE:** To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include bespoke videos and podcasts; links to external sites and online resources; online quizzes; and access to all handouts, powerpoints, etc. In addition, all seminars will be followed by a student-led summary of key points learned and discussed, posted on Moodle.
- **Use of other online resources and technology:** Full use will be made, in teaching sessions, independent study, and assessment, of online resources available to support an understanding of health, caring and academic skills.

#### Assessment:

- **Formative Assessment:** Students will have access to formative assessment in every module that they study on. This will usually take the form of feedback on specific tasks given in teaching sessions, online feedback, or feedback on outline plans for assessed work.

- **Diversity of Assessment methods:** Assessment methods will be varied in form and credit value.
- **Negotiated Assessment:** Students will have the opportunity, in SOC/SHN/LAW/CYP/BMM/COM/HUM3103 *Project* to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, podcast, written project.

7b) Learning outcomes covered

<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	K5	I1	I2	I3	I4		E1	E2	E3	E4	E5	E6	E7
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Issues	Concepts	Theories	Terminology and scholarly	Present academic work in a variety of	Ability to identify and comment on	Ability to complete	Recognise and describe several	Ability to present results		Self-management	Teamworking	Problem-solving	Communication	Application of numeracy	Application of IT	Social, cultural & civic awareness
SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence																	
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project																	
SHN3023 Introduction to Effective Caring																	
SHN3013 Being Healthy in a Modern World																	



## 8. Entry requirements

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, one of which should be a GCE 'A' level (or equivalent at level 3) and one should be GCSE English Language at grade C or above (or equivalent). For such students the entry tariff will usually be 32 tariff entry points or above at entry to the Foundation Year.

It is not a requirement that one 'A' level should be in health and social care or a related subject. A wide range of other subjects can be considered relevant.

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test.

Applications are welcome from mature students with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Recognition of Prior Learning Principles and Guidelines.

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)  
(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

The standard progression requirements, as set out in the current *Taught Programme Academic Regulations*, will apply.

You will have to pass the Foundation Year to progress to the named linked honours degree programme.

All modules are exempt from marginal failure and must be passed for progression.

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level.

None

## 11. External examining arrangements

External examining arrangements  
(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

As the Foundation Year is Level 0, no external examination will be undertaken. This arrangement is in line with the Level 4 pathways that are available on the named linked honours degrees. All Level 5 and 6 in linked degrees will be the subject of external examination. Rigorous moderation of students' marks will however be carried out by Foundation Year tutors.

## **12. Additional information**

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

Placements are not part of the foundation and students will access this opportunity when they progress to their Levels 4 and 5.

## **13. Additional support needs**

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs will have access to the 4-year pathway and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

## PROGRAMME SPECIFICATION

### 5. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	SSHS (with ICE)
<b>Academic Group</b> ( <i>or Cluster if clearer</i> )	Health and Nutrition
<b>Professional accreditation body</b> ( <i>if applicable</i> )	n/a
<b>Final award</b> ( <i>eg. BA Hons</i> )	BSc (Hons)
<b>Title of programme(s)</b>	Health and Social Care
<b>Subsidiary award(s)</b> ( <i>if any</i> )	Certificate in Higher Education (Fallback award) Diploma in Higher Education (Fallback award) BSc Health and Social Care (Fallback award)
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	Single
<b>Duration and mode(s) of study</b>	3 years full-time
<b>Month/year of approval of programme</b>	August 2018
<b>Start date</b> (this version) ( <i>month and year</i> )	September 2019
<b>Periodic review next due</b> ( <i>academic year</i> )	2021/22 (tbc)
<b>JACS subject code(s)</b> ( <i>Level 3</i> ) (Please refer to HESA listing on AQO website)	L510 Health and Welfare (25%) L450 Community Work (25%) L500 Social Work (25%) B990 Subjects allied to Medicine (25%)
<b>UCAS course code &amp; route code</b> (available from Admissions)	UCAS Code L590, Route Code HLTASCO
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) (available from Student Administration)	Route Code HLTASCO
<b>Delivery venue(s)</b>	Leeds Trinity University UK Partners

IA – May 2019

Replacement of Level 4 *Anatomy and Physiology by Understanding Health and Social Care Practice* – AG Chair's Action 5.6.20

Amendment to semester delivery to 1 re CYP4212 (being taught with CYP4082 and CYP4132) – AG Chair approval 10.7.20 (was also in AG papers of 8.7.20)

Change from Semester 1 to 2 delivery re SHN4062 – AG approval 8.7.20

## 6. Aims of the programme

### Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

The delivery of health and social care is facing increasing challenges in the context of ageing populations and changing needs. Approaches that recognise that the complex and interrelated issues that individuals face regarding their own health and social care needs require a joined up and person centred response. This degree, which has been developed in consultation with major health and social care employers, embeds the principles of placing service users at the front and centre of their health and care. It aims to develop students' skills, knowledge and behaviours for working in a complex, multi-agency and multi-disciplinary framework, alongside developing their individual capacity and resilience for working in this field. Graduates from this programme will be highly employable in the health and social care field, and prepared for further study or professional development as an alternative progression route. There are a number of international and study abroad opportunities. These include overseas work placements, as well as the option to study abroad during the second year of the course.

The general aims of the programme are to:

- Develop students' theoretical, research and evidence-based knowledge and understanding of the factors that influence the health and social care of populations, including children and families, vulnerable adults and other specific and diverse population groups.
- Develop students' understanding of the perspectives of service users and service providers in health and social care.
- Develop students' personal and professional skills in applying their knowledge across different health and social care settings, across diverse client groups, and within a multi-agency care provision framework.
- Enable students to use their subject specific knowledge to evaluate the impact and outcomes of, and solutions to contemporary challenges in health and social care.
- Enable students to critically appraise their own professional, interpersonal and leadership practice in preparation for employment in health and social care.
- Develop students' ability to appraise critically and evaluate information, enhancing academic skills and preparing for future practical and academic uses of their learning.

## 7. Student learning outcomes of the programme

### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will have *demonstrated*

K1 knowledge of the historical and political framework that shapes contemporary health and social care provision;

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Replacement of Level 4 *Anatomy and Physiology by Understanding Health and Social Care Practice* – AG Chair's Action 5.6.20

Amendment to semester delivery to 1 re CYP4212 (being taught with CYP4082 and CYP4132) – AG Chair approval 10.7.20 (was also in AG papers of 8.7.20)

Change from Semester 1 to 2 delivery re SHN4062 – AG approval 8.7.20

- K2 the ability to evaluate and produce practical and theoretical responses to the health and social care consequences of inequalities in the context of diverse communities;
- K3 knowledge of the factors that enhance and reduce health and wellbeing, and the consequences of changing health status on increasing health and social care needs;
- K4 coherent and detailed subject and/or professional knowledge and understanding, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing;
- K5 understanding of joint commissioning processes and decision making in health and social care, in the context of shared budgets;
- I1 the ability to evaluate critically their own and others' professional and academic skills and knowledge, developing and implementing solutions to address personal learning and professional gaps, within a health and social care context;
- I2 the ability to analyse and evaluate the potential uses of new technology in health and social care monitoring, planning and provision;
- I3 effective and sustained communication of results of research, arguments and professional reflection appropriately to diverse audiences and client groups in health and social care;
- I4 secure use of analytical techniques appropriate to the study of health and social care, drawing on qualitative and quantitative sources and methodological approaches, and utilising appropriate digital technologies;
- P1 understand and demonstrate effective personal and professional leadership skills as applied to the health and social care workplace setting;
- P2 understand and be able to apply safe, legal and ethical practice in the planning and delivery of health and social care;
- P3 understand and be able to apply safeguarding procedures in respect of children and vulnerable adults;

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

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Change from Semester 1 to 2 delivery re SHN4062 – AG approval 8.7.20

- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

*(including appropriate references to any PSRB, employer or legislative requirements)*

This programme is aligned with elements from the QAA Subject Benchmark Statements for Health Studies (2016) and for Social Work (2016). The programme draws on knowledge, skills and practice from across both subject areas and the 'Skills for Care' guidance.

### 8. Learning outcomes for subsidiary awards

<p><b>Guidance</b></p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><b>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>v) interpret and evaluate data appropriate to the study of health and social care;</li> </ul>
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Change from Semester 1 to 2 delivery re SHN4062 – AG approval 8.7.20

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p>	<ul style="list-style-type: none"> <li>vi) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>vii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>viii) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the health and social care.</p> <p><b>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of health and social care principles and practice;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range of disciplinary techniques appropriate to the study of health and social care;</li> <li>iv) proficient communication of the results of their work to diverse audiences, as appropriate to health and social care;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p> <p><b>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of concepts and techniques that underpin and inform health and social care planning, delivery and evaluation;</li> <li>ii) critical evaluation of approaches to solving problems in a health and social care context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul>

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Change from Semester 1 to 2 delivery re SHN4062 – AG approval 8.7.20

and will have had the opportunity to develop transferable skills relevant to employment related to health and social care, including successful completion of two professional placements or school-based training placements.

## 9. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The programme is built around four key strands which are introduced at Level 4 and developed through Levels 5 and 6.

- (i) **Health And Social Care Policy And Practice**
  - SHN4062 *Understanding Health and Social Care Practice*
  - SHN4292 *Health and Wellbeing*
  - CYP4212 *Safeguarding and Managing Risk across the Lifecourse*
  - CYP5212 *Mental Health Today*
  - CYP5202 *Person Centred Care and Integrated Working*
  - SHN5102 *Nutritional Biochemistry*
  - SHN6502 *Contemporary Issues in Public Health and Individual Wellbeing* OPTION
  - CYP6092 *Difficulties Families Face* OPTION
  - SHN6022 *Valued Ageing* OPTION
  
- (ii) **Work-related and Personal Skills**
  - SHN4292 *Health and Wellbeing*
  - SHN4992 *Ethics, Society and Employability*
  - SHN5152 *Professional Development and Placement 2* OPTION
  - SHN 5162 *Volunteering* OPTION
  - CYP5202 *Person Centred Care and Integrated Working*
  - CYP6032 *Leading Health and Social Care in a Multi-Agency Environment*
  - SHN6192 *Professional Learning Through Work* OPTION
  - SHN6994 *Work Based Project*
  
- (iii) **Management Skills**
  - SHN4292 *Health and Wellbeing*
  - SHN4992 *Ethics, Society and Employability*
  - SHN5002 *Planning, Designing and Evaluating Health Interventions*
  - SHN5152 *Professional Development and Placement 2* OPTION
  - SHN5162 *Volunteering* OPTION
  - SHN6164 *Dissertation*
  - SHN 6994 *Work-Based Project.*

### **Academic Skills**

are consolidated into the modules, as well as, where appropriate, being taught separately. Of central importance in this strand is the development of research skills along with effective written and spoken communication, to diverse audiences. This extends at Level 5 to a consideration of writing for other professional audiences such as legal audiences, and the integration of evidence-based practice into communications. Finally, at Level 6, the programme specifically explores opportunities for working in a digital world, as well as critical analysis and evaluation of evidence

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informed practice and skills. The final dissertation or work-based study provides students with an opportunity to put the academic and knowledge based skills into practice with an independent piece of work. Underpinning all of these is the opportunity to build practical experience through embedded work placements at every year of the degree.

Modules across the programme enable students to consider and apply their learning to individuals and groups at different life stages, either children, young people and families, adolescents and young adults, or adults and older adults. This is achieved through providing student choice in the target group or issue of focus in their assessments. For example, students wishing to focus their studies on children and young people will have the opportunity to explore this group at Level 4 in *Health and Wellbeing* and to develop a health communication targeted at their specific population group. They can consolidate this with a particular focus on the safeguarding needs of this group in *Safeguarding and Managing Risk across the Lifecourse*. Moving into Level 5, the children and young people's strand can be specifically explored in *Mental Health Today*, as well as planning for their final research project focusing on their chosen group in *Research Methods 2*. At Level 6, the student led content of *Contemporary Issues in Public Health and Individual Wellbeing* allows for focus on population groups or health issues of interest to students. Through the selection of option modules and through embedding negotiated assessment into the programme, students can specialise in their age or population group of interest as they progress through the programme.

Alternatively, students wishing to tailor their studies towards focusing on ageing populations or vulnerable populations can similarly choose the focus of their assessment to meet their chosen population. Additional specialisation is then available at Level 6 through the choice of option modules.

## 10. Structure

### **BSc (Hons) HEALTH AND SOCIAL CARE**

**Duration:** 3 years full-time

**Total credit rating:** 360 (180 ECTS)

#### **Level 4** – with effect from September 2018

**Core:** Students are required to take:

CYP4202	Policy and Legal Frameworks in Health and Social Care	Sem 1	20 credits
SHN4062	Understanding Health and Social Care Practice	Sem 2	20 credits
SHN4142	Research Methods 1	Sem 2	20 credits
SHN4292	Health and Wellbeing	Sem 2	20 credits
SHN4992	Ethics, Society and Employability	Sem1 & 2	20 credits
CYP4212	Safeguarding and Managing Risk across the Lifecourse	Sem 1	20 credits

#### **Level 5** – with effect from September 2019

**Core:** Students are required to take:

CYP5202	Person Centred Care and Integrated Working	Sem 1	20 credits
CYP5212	Mental Health Today	Sem 1	20 credits
SHN5102	Nutritional Biochemistry	Sem 2	20 credits

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Change from Semester 1 to 2 delivery re SHN4062 – AG approval 8.7.20

SHN5002	Planning, Designing and Evaluating Health Interventions	Sem 2	20 credits
SHN5142	Research Methods 2	Sem 2	20 credits
<b>Option:</b> Students are required to choose 20 credits from:			
SHN5152	Professional Development and Placement 2	Sem 1 & 2	20 credits
SHN5162	Volunteering in Sport, Health and Nutrition	Sem 1 & 2	20 credits
<b>Level 6</b> – with effect from September 2020			
<b>Core:</b> Students are required to take 60 credits:			
CYP6032	Leading Health and Social Care in a Multi-Agency Environment	Sem 1 & 2	20 credits
SHN6164	Dissertation	Sem 1 & 2	40 credits
Or			
SHN6994	Work-based Learning Project	Sem 1 & 2	40 credits
<b>Option:</b> Students are required to choose 60 credits from:			
CYP6092	Difficulties Families Face	Sem 1	20 credits
SHN6022	Valued Ageing	Sem 1	20 credits
CYP6082	Reflection and Supervision	Sem 2	20 credits
CYP6062	Therapeutic Interventions with Families	Sem 2	20 credits
SHN6502	Contemporary Issues in Public Health and Individual Wellbeing	Sem 2	20 credits
SHN6192	Professional Learning Through Work*	Sem 1 & 2	20 credits
BMM6302	Entrepreneurship and Creativity	Sem 1 & 2	20 credits
*Cannot be selected if SHN6994 is chosen as the 40 credit study option.			

## 11. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

Leeds Trinity University's Learning, Teaching and Assessment Strategy (LTAS 2015-2020) states that learning will be applied, collaborative and engaged (ACE, 2015). The programme has been developed in partnership with employers in health and social care and will provide graduates with the knowledge and skills relevant to the role of a health and social care professional working in a variety of health and social care settings (Goal D, LTAS, 2015). The programme integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the social and applied studies of health and social care. The programme content is delivered by a wide variety of teaching methods, e.g. lectures, seminars, tutorials, laboratory classes, workshops, problem-based learning, case studies, directed and self-directed activities. Using this diverse approach to learning encourages students to develop problem-solving, communication and personal skills (Goal A, LTAS, 2015). Practical work, in the form of presentations, group-work and laboratory activities, form an essential part of the programme, which reflects the practical nature of the health and social care field. Practical work enables students to reinforce deeper understanding of topics as well as develop specific skills (Goal D, LTAS, 2015). The programme also provides three opportunities for students to consolidate and practically apply their learning, with compulsory placement at Level 4, compulsory placement or volunteering at Level 5 and a further optional placement as part of the Professional Learning Through Work module at Level 6. As well as contributing to LTAS Goal D, the ability of students to select and negotiate their own placement, with the support of the Employer Partnership Office, contributes towards delivery of a student centred educational experience (Goal C, LTAS, 2015).

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The programme also provides opportunities to consider the international and global context for health and social care provision, practice and policy. Comparative international approaches to health and care policy are considered at Level 4 in *Health and Wellbeing*, and in *Policy and Legal Frameworks in Health and Social Care*. At Level 5, students have the opportunity to participate in overseas work placements, including placements to developing countries where the health and care issues are often more associated with basic living needs, than sophisticated health and care provision. Students also have the opportunity to study abroad during their second year, giving them exposure to different cultures, methods of teaching and learning and social and health environments.

The programme also embeds diversity as part of the University's work towards achieving the Race Equality Charter by ensuring that module reading lists incorporate ethnic and gender diversity, by considering health and care issues from the perspective of marginalised communities, and by integrating a critical approach to considering health and care for different populations throughout all three levels of the programme.

Students' learning is supported via the use of appropriate technology. This includes the use of the Moodle virtual learning platform as a learning resource for every module. Additional sector specific technology is integrated into module learning, such as Dietplan software for dietary analysis, SPSS for statistical analysis, lecture capture and Panopto for video recording of lectures, podcasts, assessment support and assessment feedback (Goal B, LTAS, 2015). The integration of appropriate technology is reinforced through the use of e-books and e-journals across the programme, and every module in the programme has a dedicated Subject Liaison Librarian who supports the programme team in ensuring learning and library resources are available and accessible (Goal G, LTAS, 2015).

The programme supports students to make a positive transition into University and to achieve their potential, by integrating diverse assessment methods such as presentations, poster design, collaborative groupwork, formal essays, exams, practical skills assessments and reflective portfolios and e-portfolios. This ensures that students are prepared for their future workplace and future study opportunities. The programme also includes confidence building assessment processes by integrating formative, process and summative assessments across a range of modules. This diversity enables students to learn from their progress, from their peers and to respond to feedback to inform their future academic and practical work. Finally, student choice is integrated into assessments, with multiple opportunities for students to choose their target group, health or population issue of interest as the focus for their assessment.

Individual students' academic progression is supported via the Personal Tutoring system, whereby every student has access to a named personal tutor who provides academic and pastoral support. Additional academic support is provided by the Learning Hub team, which provides individual and group support across a range of academic and study related topics, supporting all students to achieve to their potential. Career pathway support is provided through the personal tutoring system, whereby students can plan and map their pathway through their degree with the support and guidance of their personal tutor. Additionally, the Employer Partnerships Office team including support from REED Employment offer students individual support for identifying their career pathways, developing career readiness and supporting applications to both placement opportunities and work opportunities such as graduate schemes. Further opportunities for work-based learning through either the *Work-Based Learning Project* or *Professional Learning Through Work* modules at Level 6 give practically focussed students an alternative professional learning pathway integrated as part of their programme.

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Alongside taught sessions and directed activities, students are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading. Additionally, to develop students' experience with multi-disciplinary thinking and working, at Level 4, all students are undertake an Integrated Assessment, a multidisciplinary project based on the programme objectives and drawing on learning from across Level 4 modules. Programme level assessment is also an integral part of the Level 5 placement module, where students apply their learning from across the programme in a practical environment. At Level 6, students show their understanding and application of programme learning in the final dissertation or work-based learning project.

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## 12. Entry requirements

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). However, in some cases there may be additional special requirements, for example for ITT programmes or when the entry criteria are specified by an accrediting body. All required GCSEs will be listed by programme on the University website.

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

### *Other non-certificated requirements*

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

## 13. Progression, classification and award requirements

### Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Undergraduate Taught Course Academic Regulations apply.

## 14. Prerequisites

### Details of modules which must be passed before enrolment on a module at a higher level

No modules are subject to prerequisite or required marks/grades other than those set out in the Undergraduate Taught Course Academic Regulations.

## 15. Additional support needs

### Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

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