



## Programme Specification

*With effect from:* September 2021

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

### 1 Programme name and award

**This programme specification relates to the following award(s)**

BSc (Hons) Health and Social Care

### 2 Aims of the programme

**Rationale and general aims, including what is special about this programme**

The health and social care sector is diverse and dynamic. Rapidly changing individual and population health needs alongside more personalised approaches to care and advances in medical and digital health technologies, offers challenges and opportunities for service providers to develop innovative ways of working and new practitioner roles. This contemporary programme is designed to equip you with the advanced knowledge, skills, values and resilience to meet these opportunities and challenges. The programme is delivered by lecturers with up-to-date practitioner and research experience who can integrate a high level of theoretical knowledge with practical know how. This degree has been developed in consultation with major health and social care employers and industry sector leaders to ensure that on graduation you will be highly employable and prepared for further academic development whether that is post qualifying professional training or further postgraduate study offered by Leeds Trinity University and elsewhere.

The programme curriculum has been designed to enable you to evaluate the effectiveness of, and utilise a range of, strategies and interventions to enhance health, social care and wellbeing of individuals, families and communities. The focus throughout the programme is upon interprofessional working and multi-agency approaches necessary for the effective and safe delivery of health and social care. Equality, diversity, and inclusion (EDI) within health and social care is vital to ensuring people's differences are valued and that people are supported to take part in whatever they wish to do through equity of opportunity in order to live meaningful and healthy lives.

Principles of EDI are central to all aspects of learning, teaching and assessment on the programme, and are considered from both a service user and student

perspective. Within each module you will consider approaches to ensuring inclusive practice this could be through application of relevant policy and legislation, advocacy, challenging unconscious bias and discrimination, developing skills in cultural competency, considering strategy to address inequalities in health and recognising the importance of providing personalised care to ensure individual needs are met through collaborative assessment and care planning. Where possible service users and employers will contribute to module delivery to enhance understanding of the lived experience of EDI and learning resources and materials will reflect the rich cultural diversity of the people you will be working with whether this is on placement, volunteering or in employment after graduation.

The completion of placements will enable you to gain real world experience in a variety of statutory, third sector, community or residential health and social care environments. A wide range of different assessment strategies are offered and have been designed to enable you to choose topics relating to your own areas of interest within the study of health and social care.

**The Programme Aims are to:**

- Enable you to use subject specific theoretical knowledge to evaluate the impact and outcomes of and solutions to contemporary challenges in health and social care.
- Develop your understanding, utilisation and critique of research methods and techniques to generate health and social care knowledge and service improvement.
- Develop your personal responsibility and professional accountability in providing high quality and inclusive care/services for individuals, families and communities.
- Enable you to work effectively and collaboratively across disciplinary groups and respond creatively to changing health and social care policy demands.
- Develop your communication, teamwork, leadership and critical self-reflection skills so preparing you for lifelong learning and employment in the health and social care sector.

### **3 Level Learning Outcomes and Employability Outcomes**

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Employability skills (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Employability Outcomes and achieve credit as per the Taught Programme Academic Regulations.

#### **Level Learning Outcomes**

<b>Level 4 – at the conclusion of Level 4 (focus on foundation and breadth of knowledge and skills) you should be able to:</b>	
K1	Describe disease causation and risk factors, health promotion and self-care strategies for individuals with long-term conditions.
K2	Identify how communication skills, values and awareness of equality and diversity support inclusive and anti-discriminatory health and social care practice.
K3	Discuss psychological theories and concepts and explain how these influence health behaviours, risk taking and personal decision making.
K4	Explain the basic principles of person-centred care in promoting positive outcomes for the health and wellbeing of individuals, families and communities.
K5	Discuss the key features of contemporary health and social care policy including professional responsibilities and accountability in care provision.
K6	Describe sociological theories and concepts and how inequalities influence health outcomes of individuals, diverse communities and populations taking account of social justice.
I1	Distinguish between different approaches to solving problems of social injustice such as racism related to health and social care practice.
I2	Collect, integrate and assess health data to apply an argument related to health and wellbeing.
P1	Articulate professional values as they relate to codes of conduct and ethics in the provision of health and social care practice.
P2	Use a variety of communication strategies and methods in a range of health and social care situations to meet diverse service user's needs.
<b>Level 5 – at the conclusion of Level 5 (focus on extending knowledge and skills, focus on end-users, developing reflective practice) you should be able to:</b>	
K1	Explain the multidisciplinary nature of health and social care practice, evaluating how this supports the diverse needs of individuals, families and communities.
K2	Recognise the principles of culturally competent practice and how this relates to the provision of high-quality inclusive services to meet diverse community's needs.
K3	Use a range of research methodologies, including their key features and application in subject specific disciplines.
K4	Evaluate the appropriateness of different approaches to assessing, planning and evaluating personalised care and social prescribing to support individuals, families and community's health and wellbeing.
K5	Utilise knowledge of contemporary health and social care policy to respond appropriately and work with differing disciplinary and service user groups.
I1	Evaluate the potential usefulness of various research methodologies for exploring specific research questions, problems and designs in health and social care.
I2	Differentiate between the principles of empowerment, advocacy and strengths'-based approaches in supporting personalised care and asset-based community development.

I3	Reflect on ethical issues relating to health and social care practice and research and identify solutions to resolve dilemmas in research design and practice situations.
I4	Critically reflect upon ones' own values and beliefs in relation to health and social care practice focusing on challenging unconscious bias.
I5	Evaluate theories and values associated with health and social care policy, law and service provision with reference to matters of social injustice.
P1	Effectively utilise a range of communication skills required to engage in personalised care and multiagency relationships with service users, carers and professionals.
P2	Recognise and follow relevant policy and legislation in a range of complex, health and social care practice settings and scenarios.
<b>Level 6 – at the conclusion of Level 6 (focus on synthesis and integration, and real-world application, in-depth evaluation and reflective practice) you should be able to:</b>	
K1	Apply systematic knowledge of research paradigms and methodologies to critically evaluate the research base related to health and social care study.
K2	Critically appraise contemporary health and social care policy and legislation to respond to the complexity of working with differing disciplinary groups, service users and organisations in the sector.
K3	Critically interpret and use health intelligence data to analyse health and social care issues and inform developments in evidence-based practice.
K4	Interpret the range of problems that families face and make sound judgements on appropriate and effective interventions to support and empower them.
K5	Critically examine concepts and theories of mental health and illness across the life course, appraising causal factors and the impact of social determinants and inequalities faced by individuals experiencing mental health problems.
K6	Critically evaluate leadership, enterprise, management theories and styles to contribute effectively to interdisciplinary work and service improvement in health and social care.
I1	Critically evaluate own and others' ideas and arguments in a well-structured and coherent manner in a variety of formats including digital technologies.
I2	Make sound professional judgements and utilise different modes of decision making in leadership and management situations.
I3	Relate and evaluate theory with practice and justify choices in approaches to working with individuals, families and communities.
I4	Critical evaluation of ethics relating to research and professional practice in health and social care.
P1	Analyse and evaluate positive psychology interventions to justify their application to improving mental health outcomes across a range of different mental health problems and service user groups.
P2	Critically reflect on issues of professional responsibility, accountability and leadership and evaluate how these contribute to the safe and compassionate delivery of health and social care.

P3	Apply interpersonal communication skills to promote effective working including the ability to respond appropriately to equal opportunities and diversity issues in practice.
P4	Systematically apply project management and enterprise skills from the initiation to completion of a project, evaluating outcomes to make recommendations for service development and improvement.
P5	Analyse, evaluate and communicate a range of health and social care ideas and interventions to relevant audiences within the sector, selecting appropriate methods to convey information to the target group.

## Employability Outcomes

Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.

E1	<b>Self-management</b> – 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	<b>Team-working</b> – 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	<b>Business and sector awareness</b> – 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.
E4	<b>Problem-solving</b> – 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	<b>Communication</b> – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes.
E6	<b>Application of numeracy</b> – 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	<b>Application of information technology</b> – the ability to identify and use 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	<b>Entrepreneurship/enterprise</b> – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities.
E9	<b>Social, cultural &amp; civic awareness</b> – 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.

## 4 External Benchmarks

### **Statement of congruence with the relevant external benchmarks**

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The programme is congruent with the QAA Benchmark Statement in Health Studies (2019). Programme content is mapped to reflect the SfC\* and SfH\* professional standards as set out in the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (2013). The Care Certificate (2016) is embedded at Level 4 of the programme enabling students to achieve the required knowledge and skills competence of the 15 Standards.

\*Skills for Care

\*Skills for Health

## **5 Indicative Content**

### **Summary of content by theme**

The programme is modular based and includes core themes: biopsychosocial theories, research, policy and legal frameworks, communication and care values and employability.

At Level 4, you will select and describe theories and concepts which explain causality and evidence relating to health and wellbeing. You will link these theories to professional values and be expected to communicate knowledge in situations of limited complexity. The use of case studies informed by service users' stories will provide you with an understanding of the lived human experience of health and holistic perspectives of practice.

At Level 5, you will continue to build upon your knowledge and analyse theoretical and professional rationales to the solution of health and social care problems. You will apply principles of personalised care, assessment and support planning to service users across the life course considering social prescribing, multi-agency and integrated approaches to care.

At Level 6, you will develop skills in using a range of therapeutic interventions to promote and improve health and wellbeing. You will be able to synthesise and critically evaluate key theories, concepts, principles and policies and be able to develop a reasoned argument to lead and manage complex and diverse needs of service users.

Subject specific skills and the importance of cultural competence, social justice, adherence to relevant legislation and professional standards will be evident throughout all levels of study.

## **6 Programme Structure**

<b>Programme Structure – BSc (Hons) Health and Social Care</b>			
<b>Duration</b>	3 years full-time		
<b>Total credit rating</b>	360 (180 ECTS)		
<b>Level 4 – With effect from: September 2021</b>			
<b>Core:</b> You are required to take the following modules			
<b>Module Code</b>	<b>Module Title</b>	<b>Semester</b>	<b>Credits</b>
SHN4013	Psychological Perspectives on Health and Wellbeing	Semester 1	30
SHN4023	Social Influences on Health and Wellbeing	Semester 1	30
SHN4033	Supporting People with Long-term Conditions	Semester 2	30
SHN4043	Developing Values and Principles in Health and Social Care Practice	Semester 2	30
<b>Level 5 – With effect from: September 2022</b>			
<b>Core:</b> You are required to take the following modules			
<b>Module Code</b>	<b>Module Title</b>	<b>Semester</b>	<b>Credits</b>
SHN5013	Applying Health and Social Care Policy, Ethics and Law	Semester 1	30
CYP5005	Multi-agency Practice	Semester 1	15
CYP5015	Professional Placement	Semester 2	15
CYP5023	Research Methods and Evidenced-based Practice	Semester 1 & 2	30
SHN5023	Personalised Care and Social Prescribing	Semester 2	30
<b>Level 6 – With effect from: September 2023</b>			
<b>Core:</b> You are required to take the following modules			
<b>Module Code</b>	<b>Module Title</b>	<b>Semester</b>	<b>Credits</b>
SHN6013	Leadership and Enterprise in Health, Social Care and Community Settings	Semester 1 & 2	30
CYP6053	Difficulties Families Face with Therapeutic Interventions	Semester 1 & 2	30

SHN6023	Mental Health, Resilience and Recovery Across the Life-course	Semester 2	30
SHN6033	Independent Project	Semester 1 & 2	30

### Programme Structure – BSc (Hons) Health and Social Care

**Duration** 6 years part-time

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

#### Level 4 Year 1 – With effect from: September 2021

**Core:** You are required to take the following modules

Module Code	Module Title	Semester	Credits
SHN4023	Social Influences on Health and Wellbeing	Semester 1	30
SHN4033	Supporting People with Long-term Conditions	Semester 2	30

#### Level 4 Year 2 – With effect from: September 2022

**Core:** You are required to take the following modules

Module Code	Module Title	Semester	Credits
SHN4013	Psychological Perspectives on Health and Wellbeing	Semester 1	30
SHN4043	Developing Values and Principles in Health and Social Care Practice	Semester 2	30

#### Level 5 Year 3 – With effect from: September 2023

**Core:** You are required to take the following modules

Module Code	Module Title	Semester	Credits
CYP5005	Multi-agency Practice	Semester 1	15
CYP5015	Professional Placement	Semester 2	15
CYP5023	Research Methods and Evidenced-based Practice	Semester 1 & 2	30

#### Level 5 Year 4 – With effect from: September 2024

**Core:** You are required to take the following modules



Module Code	Module Title	Semester	Credits
SHN5013	Applying Health and Social Care Policy, Ethics and Law	Semester 1	30
SHN5023	Personalised Care and Social Prescribing	Semester 2	30
<b>Level 6 Year 5 – With effect from: September 2025</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
SHN6013	Leadership and Enterprise in Health, Social Care and Community Settings	Semester 1 & 2	30
CYP6053	Difficulties Families Face with Therapeutic Interventions	Semester 1 & 2	30
<b>Level 6 Year 6 – With effect from: September 2026</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
SHN6023	Mental Health, Resilience and Recovery Across the Life-course	Semester 2	30
SHN6033	Independent Project	Semester 1 & 2	30

## 7 Pre-requisites

**Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award**

N/A

## 8 Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

## 9 Entry requirements

**Do the University's standard entry requirements apply?**

Yes

<b>Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)</b>	N/A
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## 10 Additional support needs

The programme values diversity within the student cohort and the benefits this brings in enriching the teaching environment. You will be encouraged to share your own interests, experiences, values, and beliefs so you can take an active role in shaping the learning experience. In line with contemporary health and social care practice the programme utilises a strengths-based approach which focuses on a collaborative process recognising students self-determination, personal resources, and assets as well as wider social and community networks within the University. Students with disabilities or other support needs are welcome and we have an extensive range of University systems to enable you to fully participate in the programme whether this be on campus or at your work-based learning placement, with reasonable adjustments made to accommodate individual needs.

### **Programme-specific requirements / unavoidable restrictions on participation in the programme**

N/A

## 11 Technical Information

<b>Awarding Body / Institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>Parent School</b>	School of Social and Health Sciences
<b>Department</b>	Department of Sport, Health and Physical Education
<b>Professional accreditation body</b>	N/A
<b>Final award</b>	BSc (Hons)
<b>Title of programme(s)</b>	Health and Social Care
<b>Subsidiary award(s)</b>	Certificate of Higher Education in Health Studies Diploma of Higher Education in Health Studies Ordinary Degree – BSc Health and Social Care
<b>Honours type</b>	Single
<b>Duration and mode(s) of study</b>	3 Years full-time 6 Years part-time

<b>Month/year of approval of programme</b>	June 2021
<b>Periodic review due date</b>	2025/26
<b>HECoS subject code(s)</b>	100473 Health Studies (25%) 100476 Health and Social Care (50%) 100501 Social Care (25%)
<b>UCAS course code(s)</b>	L590
<b>SITS route codes</b>	HLTASCO
<b>Delivery venue(s)</b>	Leeds Trinity University and franchised collaborative partners Global Banking School (GBS), Learning Development Training (LDT), Scholars School System (SSS), and Waltham International College (WIC)

## 12 Level Learning Outcomes

The grid below demonstrates where Level Learning Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study.

Level 4	Assessed Level Learning Outcomes									
	K1	K2	K3	K4	K5	K6	I1	I2	P1	P2
	Disease & health-promotion	Values & inclusive health & social care	Psychological Theories	Person Centred Care	Health & Social Care Policy	Sociological Theories	Solving problems of social injustice	Health Data	Professional Values	Communication Strategies
SHN4013 Psychological Perspectives on Health and Wellbeing										
SHN4023 Social Influences on Health and Wellbeing										
SHN4033 Supporting People with Long-term Conditions										
SHN4043 Developing Values and Principles in Health and Social Care Practice**										

\*Plus Placement

Level 5	Assessed level learning outcomes											
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	P1	P2
	Multi-agency Health & Social Care Practice	Culturally Competent Practice	Research Methodologies	Assessing & Planning Care	Knowledge of Health & Social Care Policy	Usefulness of Research Methodologies	Empowerment, Advocacy, Strengths' Based Approaches	Ethical issues in research and practice	One s own Values & Beliefs	Evaluate Health & Social Care Policy	Communication Skills	Application of Health & Social Care Policy
SHN5013 Applying Health and Social Care Policy, Ethics and Law												
CYP5005 Multi-agency Practice												
CYP5015 Professional Placement												
CYP5023 Research Methods and Evidenced-based Practice												
SHN5023 Personalised Care and Social Prescribing												

Level 6																
	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	P1	P2	P3	P4	P5	
	Research Paradigms & Methodologies	Policy & Legislation	Health Intelligence Data	Effective Interventions	Mental Health & Illness	Leadership, Enterprise, Management	Ideas & Arguments	Professional Judgement	Theory and Practice	Research & Practice Ethics	Psychological Interventions	Responsibility & Accountability	Equal Opportunities & Diversity	Project Management	Convey Information to different audiences	
SHN6033 Independent Project																
SHN6013 Leadership and Enterprise in Health, Social Care and Community Settings**																
SHN6023 Mental Health Resilience and Recovery Across the Life-course																
CYP6053 Difficulties Families Face with Therapeutic Interventions																

\*\* Plus Placement

### 13 Employability Outcomes

The grid below shows where Employability Outcomes are assessed. Students might not be assessed in all Employability Outcomes at each level of study. However, all Employability Outcomes will have been assessed by the end the programme.

	Assessed Employability Skills								
	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Self-management	Team working	Business & sector awareness	Problem solving	Communication	Numeracy	IT application	Enterprise	Social & cultural awareness
<b>Level 4</b>									
SHN4013 Psychological Perspectives on Health and Wellbeing									
SHN4023 Social Influences on Health and Wellbeing									
SHN4033 Supporting People with Long-term Conditions									
SHN4043 Developing Values and Principles in Health and Social Care Practice									
<b>Level 5</b>									
SHN5013 Applying Health and Social Care Policy, Ethics and Law									
CYP5005 Multi-agency Practice									
CYP5015 Professional Placement									
CYP5023 Research Methods and Evidenced-based Practice									
SHN5023 Personalised Care, Assessment and Social Prescribing									
<b>Level 6</b>									
SHN6033 Independent Project									

SHN6013 Leadership and Enterprise in Health, Social Care and Community Settings**									
SHN6023 Mental Health Resilience and Recovery Across the Life-course									
CYP6053 Difficulties Families Face with Therapeutic Interventions									

\*\* Plus Placement



## PROGRAMME SPECIFICATION

### 1. 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> ( <i>this version</i> ) ( <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

### 2. Aims of the programme

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

**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.

### **3. 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;
- 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

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

- 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;
- 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

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

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.

## 4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<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>i) interpret and evaluate data appropriate to the study of health and social care;</li><li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li><li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li></ul>

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## 5. 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 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

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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.

## 6. 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	Sem 1 & 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
SHN5002	Planning, Designing and Evaluating Health Interventions	Sem 2	20 credits
SHN5142	Research Methods 2	Sem 2	20 credits

**Option:** 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

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### **Level 6** – with effect from September 2020

**Core:** 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

**Option:** 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.

## **7. 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).

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

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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.

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

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understanding and application of programme learning in the final dissertation or work-based learning project.

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## 8. 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.

## 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, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Undergraduate Taught Course Academic Regulations apply.

## 10. 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.

## 11. 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.