



## 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> )	FSHS
<b>Department</b>	School of Sport and Wellbeing
<b>Professional accreditation body</b> ( <i>if applicable</i> )	n/a
<b>Final award</b> ( <i>eg. BA Hons</i> )	BSc (Hons) with Foundation Year in Health
<b>Title of programme(s)</b>	BSc (Hons) Health and Social Care with Foundation Year in Health
<b>Subsidiary award(s)</b> ( <i>if any</i> )	Ordinary Degree (with Foundation Year) Diploma of Higher Education (with Foundation Year) Certificate of Higher Education (with Foundation Year) Foundation Certificate
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	Single and joint after progression to Level 4
<b>Duration and mode(s) of study</b>	4 years full-time (one of these is a foundation year)
<b>Month/year of approval of programme</b>	September 2022
<b>Start date</b> ( <i>this version</i> ) ( <i>month and year</i> )	Sep 2023
<b>Periodic review next due</b> ( <i>academic year</i> )	2028
<b>HECoS subject code(s)</b>	C600 / 101319 C610 / 100095 C620 / 100096
<b>UCAS course code &amp; route code</b> ( <i>available from Admissions</i> )	
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) ( <i>available from Student Administration</i> )	HLTASFY
<b>Delivery venue(s)</b> ( <i>please also indicate partner institutions where relevant</i> )	Leeds Trinity University GBS SSS WIC LDT

### 2. Aims of the programme

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

Rationale for the Foundation Year:

The Health Foundation Year pathway provides 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 and wish to further build your confidence before studying at Level 4. The Foundation Year in Health 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 the named linked honours degree programmes in the area of health and social care.

The specific aims of the Foundation Year is to provide you with:

- an introduction to issues and questions that are key to understanding health.
- an understanding of the basic factors that influence health and how health can be improved.
- the opportunity to design solutions to improving performance and improving health.
- the opportunity to explore an area of interest in the field that is personal to you.
- preparedness for undergraduate study by developing your academic skills and your confidence to study at this level

### **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 foundation year, students will have demonstrated:

- K1 knowledge of key issues connected to health
- K2 knowledge of concepts related to health
- K3 an understanding of the basic theories that have been developed to understand health
- K4 knowledge of technical terminology and scholarly conventions
- I1 ability to identify and comment on concepts related to undertaking health
- I2 ability to complete a range of assessment types
- I3 ability to recognise and describe several theories that have been employed to understand health
- I4 ability to present results that draw appropriately upon scholarly research and debate

Employability skills

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>Teamworking</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 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.
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)

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

- The QAA subject benchmark statement for Health Studies

## 4. Learning outcomes for subsidiary awards



## 6. Structure

### Foundation Year to a linked Health degree

**Duration:** 1 year full-time

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

**Level 3** – with effect from September 2023

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

SHN3113

Academic Skills and Studying with Confidence\*

Sem 1-2

30 credits

SHN3103

Project \*

Sem 1-2

30 credits

SHN3143 Introduction to Health and Social Care Practice

Sems 1-2

30 credits

SHN3123 Promoting Exercise, Physical Activity and Health\*

Sems 1-2

30 credits

Indicate as applicable:

\*These modules are shared with FY in Sport & Exercise

## 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 is aligned with the central goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2020-23. It will provide you with an experience which is student-centred; teaching which is responsive to the needs of you as an individual student; and a framework within which you are encouraged to begin your ability to engage in critical thinking and analytical skills. These are however contextualised within the nature of Level 3.

The following approaches are prioritised in the Foundation Year of the linked health degrees:

#### Learning

The focus will be on ensuring that you have an opportunity to develop their understandings 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:

You will begin Level 3 by having an opportunity to develop your academic skills and confidence, before having an opportunity to apply these when you study a negotiated topic of choice for the Project module in semester 2. How to effectively engage in academic writing, orally presentation and research information will be focused upon in the first semester of the Foundation Year. In their studies you 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 face to face 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.

- **Asynchronous learning:** These activities will be provided to supplement the face to face sessions and are designed to support your learning and in some cases offer 'stretch' activities beyond the minimal expectations for those of you who feel you would like these. These will include, but are not restricted to, suggested readings, videos, podcasts, quizzes.
- **Use of VLE:** To support face to face teaching, 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 sport, exercise, health and academic skills. Pre-recorded materials and small group or one-to-one meetings will also take place on Microsoft Teams.

#### **Assessment:**

- **Formative Assessment:** You will have access to formative assessment in every module that you 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 with development of your academic and employability skills being central to the design of these.

**Negotiated Assessment:** You will have the opportunity, in SHN3103 *Project* to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, podcast, written project.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme												Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4		I1	I2	I3	I4	P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Knowledge of key issues	Knowledge of concepts	Basic theories	Technical terminology		Comment on concepts	Range of assessment types	Recognise Theories	Present Results	<i>Insert brief text here</i>	<i>Insert brief text here</i>	<i>Insert brief text here</i>	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
SHN3143 Introduction to Health and Social Care Practice																					
SHN3103 Project																					
SHN3113 Academic Skills																					
SHN3123 Promoting Exercise, Physical Activity and Health																					

## 8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes (for Foundation Year entry)
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	n/a

## 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 <u>must</u> 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)
The following regulations apply, together with the General Academic Regulations: <ul style="list-style-type: none"><li>• Programme Regulations for the Foundation Year</li></ul>

## 10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
n/a.

## 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.