PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' School *(ICE / SAC / SSHS)*	**School of Social and Health Sciences**
Department	**Department of Sport, Health and Physical Education**
Professional accreditation body *(if applicable)*	**N/A**
Final award *(eg. BA Hons)*	**Postgraduate Certificate**
Title of programme(s)	**Health and Wellbeing in the Workplace**
Subsidiary award(s) *(if any)*	**N/A**
Honours type *(Single / Joint / Combined)*	**N/A**
Duration and mode(s) of study	**1 year part time**
Month/year of approval of programme	**June 2021**
Start date *(this version) (month and year)*	**September 2021**
Periodic review next due *(academic year)*	**2025/26**
HECoS subject code(s)	**100473 (100%)**
UCAS course code & route code **(available from Admissions)**	**N/A**
SITS codes *(Course / Pathway / Route)* **(available from Student Administration)**	**HLWLWRP**
Delivery venue(s)	**Leeds Trinity University, online distanced learning**

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 Postgraduate Certificate in Health and Wellbeing in the Workplace reflects current national and international demand for developing knowledge professionals with strategic awareness of the debates, dilemmas, challenges and approaches in the field of individual and population health and wellbeing with a specific focus on the workplace. The programme provides an opportunity to develop knowledge and understanding of leading and managing change in organisations, taking into consideration a range of health and wellbeing issues. The first module on the programme, Leading and Managing Change in Health and Wellbeing, discusses core topics in the sociology and psychology of health and wellbeing and various definitions of wellbeing, and social explanations for health inequalities based on social class, ethnicity, gender and age are explored. The second module on the programme, Workplace Wellbeing, addresses issues such as disability and unemployment, sickness/absence, chronic health issues and considers individualised

workplace wellbeing support. Students and staff involved with the programme have rich and diverse lived-experiences and these will be foregrounded in the approach to teaching adopted.

The Programme Aims are to:

- Develop your knowledge of and ability to critically evaluate factors influencing the development of health and wellbeing in the workplace
- Enable you to make a positive contribution to the develop of interventions, policy, strategy and guidance which aims to address health and wellbeing in the workplace
- Develop your research and academic skills to enable you to make a positive contribution to further research knowledge and/ or practice in health and wellbeing in the workplace

Following successful completion of the PGCert. graduates will be able to register with advanced standing for the MSc in Health and Wellbeing.

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 60 credits at Level 7, you will have demonstrated an ability to:

K1   develop new skills to a high level and advance knowledge and understanding in the area of health and wellbeing in the workplace and/or area of professional practice;

K2   a critical awareness of physical, psychological and sociological factors affecting population and individual health and wellbeing nationally and internationally;

K3   a critical awareness of current problems, insights and responses to health and wellbeing challenges, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;

K4   a comprehensive and critical understanding of techniques applicable to their own research or advanced scholarship, in the field of health and wellbeing;

K5   originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of health and wellbeing;

I1   approach complex issues that can be applied to the workplace in a systematic and creative manner and make sound judgements in the absence of comprehensive information/data;

I2   conceptual understanding that enables them to evaluate critically interventions and associated methodologies which aim to improve health and wellbeing, and, where appropriate, to propose new innovative responses or hypotheses;

I4   conceptual and reflective understanding of the limits of their own knowledge, skills and experience and the ability to act within and seek to broaden these limits.

P1 **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;

P2 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

P3 **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;

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 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 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   **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.

Typically, holders of the qualification will be able to:
- deal with complex issues both systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in producing responses and solutions to individual or population health and wellbeing problems, acting professionally in planning and implementing tasks;
- reflect on and continue to advance their knowledge and understanding, and to develop new skills to a high level;
- demonstrate the ability to apply their knowledge of political and strategic responses to health and wellbeing issues to the development of new or improved policy, guidance or practice;

And holders will have the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility;
- decision making in complex and unpredictable situations;
- the independent learning ability required for continued professional development.

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 QAA Master's Degree Characteristics published in 2020 have been utilised when developing the PGCert Health and Wellbeing in the Workplace.

4. Learning outcomes for subsidiary awards

N/A

5. Content

Summary of content by theme
(providing a 'vertical' view through the programme)

There are three themes that are embedded within this programme. The first theme is a focus on policy and responses to health and wellbeing challenges. This is introduced in Leading and Managing Change in Health and Wellbeing module where policy and strategy used in organisations are discussed. The second theme is a focus on health and wellbeing in the workplace setting. The third theme is that academic and professional skills are woven throughout the modules through tasks, assessments, learning opportunities and academic staff support and feedback.

6. Structure

POSTGRADUATE CERTIFICATE IN HEALTH AND WELLBEING IN THE WORKPLACE -

Duration:	1 year part-time
Total credit rating:	60 (30 ECTS)
Award aim:	Postgraduate Certificate (PGCert)

Subsidiary Award:	N/A		

Core: Students are required to take:

SHN7023	Leading and Managing Change in Health and Wellbeing	Semester 1	30 credits
SHN7073	Workplace Wellbeing	Semester 2	30 credits

7. Learning, teaching and assessment

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

The PGCert will be delivered through online, distance learning which includes a substantial asynchronous component, supported with a range of additional group and individual virtual interactions. This mode of delivery recognises the diversity of student backgrounds on the programme and ensures that the programme is available to students who are widely geographically located, or who are combining work, study and other commitments. In this way, the innovative delivery of the programme seeks to reduce inequalities of access to higher education, alongside addressing the need to upskill the wellbeing workforce. In addition, this mode of delivery supports students with a range of disabilities such as learning disabilities that might affect the amount of time they can spend studying at one period of time and/ or the pace at which they are able to do so.

The programme is strongly aligned to the principles, priorities and vision set out in the Learning, Teaching and Assessment Strategy 2020- 2023 and the Race Equality Charter. The nature of jobs in health and wellbeing requires consideration for dignity, respect, social justice, equality and inclusion, all of which are embedded in the module content. For example, the Leading and Managing Change in Health and Wellbeing module discusses core topics in the sociology and psychology of health and wellbeing, considering national and international perspectives. Various definitions of wellbeing, and social explanations for health inequalities based on social class, ethnicity, gender and age are also explored. In addition, the Workplace Wellbeing module addresses issues such as disability and unemployment, sickness/absence, chronic health issues and considers individualised support. Students and staff have rich and diverse lived-experiences and these will be foregrounded in the approach to teaching adopted. Students will be encouraged and supported in bringing to bare their experiences to teaching and learning activity. In addition, national and international policy and practice will be contrasted with local and community-based experiences, helping students contextualise their experiences within a national and global landscape. There are opportunities within both modules of this programme to engage with employers, with both learning content and development of assessments where employers sharing their knowledge and experiences would be valuable contributions to students developing real world understanding of the issues.

There is a set of philosophical values for the PGCert and the modules will incorporate these values in some way:

- Make a positive difference to our community
- Inspire and support change embracing diversity
- Respect for individuals and the environment
- Critical evaluation of knowledge.

Modules will be taught through distance learning involving engagement with on-line tasks such as reading, data collection, analysis and synthesis of reports, problem-solving and discussion fora. The on-line activities will help students to understand and transform information for themselves, relate their ideas to their own and others' prior knowledge and experiences and relate conclusions

to evidence. Central to postgraduate level learning will be vigorous and critical questioning. Time-structured learning tasks will help students manage their study e.g. deadlines for posting discussion responses. Each module will include scheduled on-line synchronous webinars delivered at a time negotiated with the students. Individualised support will be provided through tutorials delivered via MS Teams and email.

Students will be informed of the expectation to engage with online tasks and positive cultures to support learning task engagement embedded into the programme and will be encouraged to upon their own lived experiences. Additional tutor feedback on on-line tasks will provide both subject and academic skills related feedback that will act as formative feedback in relation to the development of academic skills at postgraduate level.

With regards to assessment, students will be able to customise their learning focus to suit their area of work or professional interest, through the integration of choice into the topic or target group for a range of modules on the programme. Assessment methods are diverse and aim to develop the range of personal and professional skills needed for post graduate employment or study and the assessment strategy for the programme aims to give frequent opportunities for formative feedback to contribute towards the development of summative assessments.

The development of personal and professional skills and competences are embedded through the programme, with assessment methods requiring the demonstration of a range of appropriate means of communication, along with problem-solving, and personal and professional reflection. As can be seen in Table 7b, the learning outcomes for the programme combine both subject specific, academic, practical and transferrable skills and these are spread across all modules on the programme. Additionally, in recognition of the diversity of students who will be attracted to the programme, specific learning needs are identified both as part of the programme application, and through formative assessment early in the programme delivery. Alongside pastoral and academic support provided through the personal tutoring system, additional student support is provided via the University Learning Hub and the Liaison Librarians. The programme has a commitment to Equality, Diversity and Inclusivity and all students have access to a Personal Tutor and all Student Support services throughout their course. A range of activities will be provided to students during induction week and will be available to students throughout their studies to assist their learning, taking into consideration the range of backgrounds and reasons for joining the programme (such as referencing guide, guides for how to use relevant technology and tasks based around developing critical writing for Postgraduate level).

7b) Programme assessed learning outcomes covered

	K1	K2	K3	K4	K5	I1	I2	I4	P1	P2	P3
	Knowledge and understanding	Problem, insights & responses	Physical, psychologial, sociological	Techniques	Knowledge & practical understanding	Research & advanced scholarship	Interventions & methodologies	Knowledge, skills & experience	Problem-solving	Communication	Application of information technology
SHN7023 Leading and Managing Change in Health and Wellbeing	X	X	X	X			X	X	X	X	X
SHN7073 Workplace Wellbeing	X	X	X	X	X	X	X	X	X	X	X

7c) Programme Employability Skills covered

	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Self-management	Team- working	Business & sector awareness	Problem- solving	Communication	Application of numeracy	Application of Information Technology	Entrepreneurship/ enterprise	Social. Cultural & civic awareness
SHN7023 Leading and Managing Change in Health and Wellbeing	X	X	X		X	X	X	X	X
SHN7073 Workplace Wellbeing	X		X	X	X	X	X	X	X

8. Entry requirements

Postgraduate programmes
Applicants should normally have achieved the following prior to registration for the programme: A good honours degree in a relevant subject (or equivalent) (usually 2.2 or above). 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) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test. *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 <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)
Programme Regulations for Taught Postgraduate Degrees

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
No prerequisites, as all modules are studied at Level 7. No modules are exempt from the University's regulations for Marginal Failure (condonement).

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. This programme is delivered solely online and therefore access to facilties is not relevant, however accessibilty to online materials is addressed within the programme and adheres to the University guidelines for supporting students with a range of disabilities such as hearing and visual impairments.