

## Programme Information

2022.01, Approved

### Overview

Programme Code	35016
Programme Title	Health and Social Care for Individuals, Families and Communities
Awarding Institution	Liverpool John Moores University
Programme Type	Degree

### Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	N/A
Alternative Exit	Certificate of Higher Education - CHE	Describe, understand and discuss the process of life course development and the impact of key transitions and experiences Describe, understand and discuss the process of life course development and the impact of key transitions and experiences Describe, understand and explain the concepts and key determinants of health and well being Describe, understand and explain the concepts and key determinants of health and well being Demonstrate an understanding of the principles of supporting, safeguarding and empowering individuals within the context of their families and communities and as service users Demonstrate an understanding of the principles of supporting, safeguarding and empowering individuals within the context of their families and communities and as service users Demonstrate an understanding of the theoretical principles, values and ethics which underpin inclusive community and society Demonstrate an understanding of the theoretical principles, values and ethics which underpin inclusive community and society Identify and discuss the ways in which social sciences establish and contest knowledge in relation to individuals, families and communities Identify and discuss the ways in which social sciences establish and contest knowledge in relation to individuals, families and communities

Alternative Exit	Diploma of Higher Education - DHE	<p>Evaluate the importance of individual responsibility and multi-agency working in safeguarding policies</p> <p>Examine the nature and importance of early help in effective safeguarding</p> <p>Analyse the varied nature of social enterprise and the benefits it can provide to individuals, families and communities</p> <p>Evaluate the experience of health and illness in the broader context of cultural, social, political, economic and historical processes</p> <p>Evaluate the ethical implications of research in health and social care</p> <p>Apply the underlying concepts associated with health to international contexts</p> <p>Explore the impact of the external environment on the nature of organisations in health and social care</p>
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Alternate Award Names	
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## External Benchmarks

Subject Benchmark Statement	UG-Health Studies (2019)
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	LJMU Taught	3 Years
Full-Time, Face to Face	September	LJMU Taught	6 Years

## Aims and Outcomes

Educational Aims of the Programme	The aim of this programme is to prepare students to work in a variety of settings which meet the needs of individuals, families and communities. The programme prepares students by providing them with the opportunity to develop the skills and knowledge required to support individuals at different points within the life-course. The course endeavours to enable students to develop transferable skills which will enable them to make an effective contribution to the future workforce. There are a variety of themes which run throughout the programme and build at each level of study to assist students to be involved in creating, developing, delivering and managing provision across health, social care and community settings. To encourage students to engage with the development of employability skills by completing a self-awareness statement.
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## Learning Outcomes

Code	Number	Description
PLO1	1	Have knowledge and understanding of issues relating to development throughout the life course with emphasis on children, young people and later life
PLO2	2	Present and develop ideas in a coherent, confident and convincing manner
PLO3	3	Work as part of a group
PLO4	4	Demonstrate independent thought, judgement and initiative
PLO5	5	Apply appropriate academic skills which are consistent with study at graduate level
PLO6	6	Develop appropriate research and project management skills and the ability to apply them within the work setting
PLO7	7	Manage self as an independent and autonomous lifelong learner
PLO8	8	Have knowledge and experience of working in a variety of health and social care contexts
PLO9	9	Apply skills and knowledge to support individuals at different points within the life course
PLO10	10	Contribute effectively to the future health and social care workforce
PLO11	11	Have knowledge to successfully lead and develop health and social care provision
PLO12	12	Be aware of the issues relating to the health and well being of individuals, families and communities
PLO13	13	Apply knowledge and skills in a variety of contexts
PLO14	14	Have knowledge and understanding of supporting, safeguarding and empowering individuals, families and communities throughout the life course

PLO15	15	Understand and apply the key elements of and conditions for an inclusive community and society
PLO16	16	Have a knowledge and understanding of the means by which the social sciences establish and contest knowledge and how this may inform practice and service provision in health and social care
PLO17	17	Evaluate a variety of social, welfare, health and legal policy responses that impact on individuals, families and communities
PLO18	18	Interpret information and data from a variety of sources
PLO19	19	Demonstrate the capacity for reasoning, synthesis and reflection
PLO20	20	Analyse, evaluate and apply a range of theoretical debates and concepts in relation to working in health and social care settings

## Course Structure

Programme Structure Description	Students will be offered the opportunity of study abroad at Level 5. The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module 5700HSCIFC will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.
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Programme Structure - 360 credit points	
Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6100HSCIFC Dissertation Approved 2022.01 - 40 credit points	
[MODULE] 6200HSCIFC Communication for Health and Social Care Approved 2022.01 - 20 credit points	
[MODULE] 6300HSCIFC Working with Disadvantaged Individuals, Families and Communities Approved 2022.01 - 20 credit points	
[MODULE] 6400HSCIFC Future Innovators Approved 2022.01 - 20 credit points	
[MODULE] 6500HSCIFC community development Approved 2022.01 - 20 credit points	

## Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>Teaching and Learning on the programme incorporates a wide range of methods. These include both traditional and long established methods in Higher Education (lectures , seminars and tutorials) alongside more innovative approaches such as electronic and practice-based learning, projects, case studies, scenario based learning, student presentations, simulations, reflections and action research. A wide range diagnostic, formative and summative methods of assessment methods will be utilised across the programme . They will include Essays , Literature Reviews, Reflective Accounts, Personal Development Plans , Poster Presentation, Case Studies, Risk Analysis and Action Planning , Journal or Committee Papers and Community Profiles and Research Projects Teaching and Learning on the programme incorporates a wide range of methods. These include both traditional and long established methods in Higher Education (lectures , seminars and tutorials) alongside more innovative approaches such as electronic and practice-based learning, projects, case studies, scenario based learning, student presentations, simulations, reflections and action research. A wide range diagnostic, formative and summative methods of assessment methods will be utilised across the programme . They will include Essays , Literature Reviews, Reflective Accounts, Personal Development Plans , Poster Presentation, Case Studies, Risk Analysis and Action Planning , Journal or Committee Papers and Community Profiles and Research Projects Teaching and Learning on the programme incorporates a wide range of methods. These include both traditional and long established methods in Higher Education (lectures , seminars and tutorials) alongside more innovative approaches such as electronic and practice-based learning, projects, case studies, scenario based learning, student presentations, simulations, reflections and action research. A variety of teaching, learning and assessment methods will be utilised to enable outcomes to be achieved and demonstrated. Teaching and Learning on the programme incorporates a wide range of methods. These include both traditional and long established methods in Higher Education (lectures , seminars and tutorials) alongside more innovative approaches such as electronic and practice-based learning, projects, case studies, scenario based learning, student presentations, simulations, reflections and action research. A variety of teaching, learning and assessment methods will be utilised to enable outcomes to be achieved and demonstrated.</p>
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## Opportunities for work related learning

Opportunities for work related learning
<p>The programme aims to prepare students to work with individuals , families and communities and engage with employers within the Health and Social Care Sector. Work related learning will be facilitated in all modules from an underpinning theoretical perspective. This learning will be complemented with specific work placement opportunities which are incorporated into the Personal and Academic Development strand within the programme. These placements will be offered in a wide range of settings, coordinated by the Placement Coordinator and organised with the support of the LJMU Placement Learning Support Team (PLSU) All placements will meet the requirements of the LJMU Placement Learning Code of Practice (SCP23). Students will undertake a 40 hour taster placement at Level 4 which relates to the Self Awareness elements of the LJMU World of Work Skills. The Level 5, 40 hour developmental and comparative placement opportunity relates to the Organisational Awareness elements of the LJMU Skills. Finally, students will undertake a, 40 hour consolidation placement at Level 6 which relates to the Making Things Happen elements of the LJMU Skills. Level 4 placements are allocated to students in a wide variety of settings. With the support of the placement coordinator, Level 5 and Level 6 students are encouraged to identify their own placements to match their developing and specific interests and needs. Further information can be found here <a href="https://www2.ljmu.ac.uk/worldofwork/123858.htm">https://www2.ljmu.ac.uk/worldofwork/123858.htm</a></p>

## Entry Requirements

Type	Description
International Baccalaureate	280 UCAS points International Baccalaureate: Acceptable on its own and combined with other qualifications

BTECs	280 UCAS points Additional Information BTEC certificate: Acceptable only when combined with other qualifications 90 credit diploma: Acceptable only when combined with other qualifications Subjects / grades required: Health or Science related subject area Diploma (QCF): Acceptable on its own and combined with other qualifications Diploma subjects / grades required: Health or Science related subject area Extended diploma (QCF): Acceptable on its own and combined with other qualifications Extended diploma subjects / grades required: DMM in a health or science related subject area Level 3 in children's play, learning and development: Not acceptable Grades required: Not applicable
A levels	280 UCAS points Additional Information Minimum number of A Levels required: 2 Is General Studies acceptable? Yes Are AS level awards acceptable? Not acceptable
Alternative qualifications considered	GCSE Maths and English Language grade C or above. The ability to understand and make use of written material and communicate clearly and accurately in spoken and written English. This will take the evidential form of GCSE English Language at Grade C, or equivalent e.g. L2 Key Skills, L2 Functional Skills. Candidates without this qualification will be required to demonstrate competence in written English as part of assessment for admission. N.B. For students whose education has not been in English, evidence will be required of proficiency in English. Typically, applicants will need to have achieved: Band 6 in the IELTS (International English Language Testing Scheme) and/or TOEFL (Test of English as a foreign language) score of 580 or above (completed within 2 years of date of application to the BA). You must contact the Faculty Admissions Team to check equivalent qualifications prior to applying. Students will also be required to complete a Disclosure and Barring Service (DBS) check.

## Programme Contacts

### Programme Leader

Contact Name
Ceri Anwen Jones

### Link Tutor

Contact Name
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