

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours in Health & Social Care Development

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| <b>Awarding institution</b>                         | Liverpool John Moores University                                     |
| <b>Teaching institution</b>                         | LJMU   |
| <b>JACS Code</b>                                    | B700   |
| <b>Programme Duration</b>                           | Part-Time: 2 Years   |
| <b>Language of Programme</b>                        | All LJMU programmes are delivered and assessed in English            |
| <b>Subject benchmark statement</b>                  | National Benchmarks for Paramedics (QAA, 2004).                      |
| <b>Programme accredited by</b>                      |  |
| <b>Description of accreditation</b>                 |  |
| <b>Validated target and alternative exit awards</b> | Bachelor of Science with Honours in Health & Social Care Development |
| <b>Programme Leader</b>                             | John Ambrose   |

### Educational aims of the programme

The programme aims to enable students to:

1. Recognise their own learning need to formulate an action plan for professional development.
2. Gain knowledge, skills and understanding to meet the specialised needs of patients, clients and users within the health or social care setting.
3. Develop skills in problem solving, information retrieval and research for evidence based practice.
4. Develop an awareness of ethical and legal issues in health and social care.
5. Examine a variety of research methods used in health and social care.
6. Develop specialist skills in a relevant area of health and social care practice.
7. Develop and refine specific interpersonal skills related to mentorship, leadership.

### Target award Learning Outcomes - Bachelor of Science with Honours

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Relevant academic disciplines underpinning health and social care delivery.
2. The impact of relevant contemporary health and social care protocols.
3. Processes of quality assurance, enhancement and clinical governance.
4. Evidence based practice.
5. Understanding of human and interpersonal issues and processes underpinning effective work in health and social care.
6. Critical analysis of the relationship between theory and practice.
7. Critical reflection.
8. Using evidence to identify and solve problems.

9. Evidence based decision making.
10. Team working and leadership.
11. Mentorship.
12. Clinical skills.
13. Personal and professional development planning.
14. Identification and interrogation of evidence.
15. Articulation of ideas and arguments.

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

A range of learning methods will be used throughout the programme. Core elements include formal lectures, tutorials and seminars (group and individual) together with action learning sets, portfolio construction and use of a virtual learning environment, Blackboard, using a range of the learning tools. Some formal learning time in practice environments, use of negotiated work based learning agreements and structured practice based tasks are an element of the programme.

Assessment methods are varied, forming a clear pathway for the student throughout and following the assessment strategy.

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## Programme structure - programme rules and modules

This programme is for the post registered health and social care professionals wishing to study at level . There are five specific profession awards.

Bachelor of Science with Honours in Health and Social Care Development (Adult Nursing)

Bachelor of Science with Honours in Health and Social Care Development (Mental Health Nursing)

Bachelor of Science with Honours in Health and Social Care Development (Child)

Bachelor of Science with Honours in Health and Social Care Development (Paramedics)

Bachelor of Science with Honours in Health and Social Care Development (Midwifery)

Individual student routes through the programme will be determined on their professional need, negotiated and agreed with the programme lead or pathway lead. The pathway chosen will also be influenced by the students own interests and the requirements of commisioners and Trust managers.

Core modules:

6037PQHEAL - Mentorship in Clinical Practice

6047PQHEAL - Research in Health and Social Care (must be successfully completed before 6066PQHEAL Independent Study Dissertation)

6051PQHEAL - Leadership Development Through Action Learning ( Option rather than Core for Child Pathway)

6066PQHEAL - Individual Study (Dissertation)

Optional Modules:

Suitable optional modules totalling 45 credits will be taken at level 6. A suitable module is one that is compatible with the student's present working environment and which leads to a coherent award pathway.

The compatible pathway will be negotiated with the pathway lead and relevant Trust manager. A pathway requires completion of all core modules and a further 45 credits which must include at least one of the profession specific modules.

A selection of contemporary Certificate of Professional Development modules are available from the school portfolio at level 6. The choice of module can be incorporated into a unique, appropriate pathway for each student. The selection of modules available reflect the current workforce development needs.

Alternative pathway specific exit awards (unclassified) will be offered to students who have not achieved sufficient credits to be awarded a degree with Honours:

Bachelor of Science in Health and Social Care Development (Adult Nursing)

Bachelor of Science in Health and Social Care Development (Mental Health Nursing)

Bachelor of Science in Health and Social Care Development (Child)

Bachelor of Science in Health and Social Care Development (Paramedics)

Bachelor of Science in Health and Social Care Development (Midwifery)

To achieve the alternative exit award listed above, students will need to obtain 120 credits at level 4 and a total 180 credits at levels 5 and 6, of which at least 60 are at level 6.

6000HEAPQ Work Related Learning and Professional Development (generic\*)

60001HEAPQ Work Based learning for Professional Practice (generic\*)

6006PQHEAL Paediatric Clinical Examination and Minor Illness (child\*)

6010PQHEAL Advancing Skills in Contraception and Reproductive Sexual Healthcare (midwifery\*)

6011PQHEAL Examination of the Newborn (midwifery\*)

6012PQHEAL Care and Management of Individuals Diagnosed with a Personality Disorder (mental health\*)

6016PQHEAL Dementia Care (mental health\*)

6038PQHEAL Solution Focussed Interventions (mental health\*)

6042PQHEAL Professional Studies in the Care of People with Diabetes (adult\*)

6050PQHEAL Infection Control for Healthcare (adult\*)

6058PQHEAL Developments in Renal Care (adult\*)

6061PQHEAL Developments in Critical Care (adult\*)

6073PQHEAL Holistic Influences on Tissue Viability (adult\*)

6075PQHEAL Developing and Managing Care of the Highly Dependent Adult (adult\*)

6080PQHEAL Developments in Trauma Care (paramedic\*)

6082PQHEAL Common Illnesses and Conditions (paramedic\*)

6087PQHEAL Negotiated Work Based Learning (generic\*)

6097PQHEAL Introducing Palliative Care (adult\*)

\* Note that the pathway specific options are suggested to assist students in choosing a coherent and relevant pathway through the programme. This does not necessarily preclude individual students from selecting a viable option module from another pathway if it is relevant to their practice and professional development. For example a student on the adult pathway maybe interested in undertaking 6016PQHEAL Dementia Care or a student on the Midwifery pathway maybe interested in undertaking 6042PQHEAL Professional Studies in the Care of People with Diabetes. Students should note that selection of modules within their pathway will need to be discussed with the programme lead or pathway lead and their Trust manager. At least one of the profession specific choice modules must be included within the pathway.

| Level 6  | Potential Awards on completion   | Bachelor of Science with Honours                           |
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| Core   | Option   | Award Requirements   |
| 6037PQHEAL MENTORSHIP IN HEALTH CARE PRACTICE (15 credits)<br>6047PQHEAL RESEARCH IN HEALTH AND SOCIAL CARE (15 credits) | 60001HEAPQ Work Based Learning for Professional Practice (30 credits)<br>6000HEAPQ Work Related Learning and Professional Development (15 credits) | 75 core credits at level 6<br>45 option credits at level 6 |

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| credits)<br>6051PQHEAL LEADERSHIP DEVELOPMENT THROUGH ACTION LEARNING (15 credits)<br>6066PQHEAL INDIVIDUAL STUDY (DISSERTATION) (30 credits) | 6006PQHEA Paediatric Clinical Examination and Minor Illness (30 credits)<br>6038PQHEAL SOLUTION FOCUSED INTERVENTIONS (15 credits)<br>6042PQHEAL PROFESSIONAL STUDIES IN THE CARE OF PEOPLE WITH DIABETES (15 credits)<br>6058PQHEAL DEVELOPMENTS IN RENAL CARE (45 credits)<br>6061PQHEAL DEVELOPMENTS IN CRITICAL CARE (45 credits)<br>6075PQHEAL Management of the Highly Dependent and Acutely Ill Adult (30 credits)<br>6082PQHEAL Common Illnesses and Conditions (15 credits)<br>6087PQHEAL NEGOTIATED WORK BASED LEARNING PROFESSIONAL STUDIES (15 credits)<br>6097PQHEAL Introduction to Palliative Care (15 credits)<br>6010PQHEAL ADVANCING SKILLS IN CONTRACEPTION & REPRODUCTIVE SEXUAL HEALTHCARE (30 credits)<br>6011PQHEAL EXAMINATION OF THE NEWBORN (30 credits)<br>6012PQHEAL THE CARE & MANAGEMENT OF INDIVIDUALS DIAGNOSED WITH A PERSONALITY DISORDER (15 credits)<br>6016PQHEAL DEMENTIA CARE (15 credits)<br>6050PQHEAL INFECTION CONTROL FOR HEALTHCARE (15 credits)<br>6073PQHEAL HOLISTIC INFLUENCES ON TISSUE VIABILITY (15 credits)<br>6080PQHEAL DEVELOPMENTS IN TRAUMA CARE (15 credits) |  |
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## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Some of the modules are dedicated to work based learning aspects. There are two work based learning modules offered within the programme as optional choice:

6000HEAPQ (15credits) Work related learning for the professional development

60001HEAPQ (30 credits) Work based learning for professional practice

## Criteria for admission

### Other

Candidates must be able to satisfy the programme team that they meet the entry requirements of the

programme:

Current registration as a health care professional.

Current employment in an appropriate post in health or social care (in order to fulfill practice related learning requirements and/or assessments)

A Diploma in Higher Education, or equivalent, demonstrated through RP(E)L (in accordance with LJMU RP(E)L policy).

Those students who meet the requirement in terms of professional registration and employment, but do not have level 4 and/ or level 5 can apply for consideration of experience which is mapped against an agreed set criteria.

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## Methods for evaluating and improving the quality and standards of teaching and learning

### Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which

the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

**Please note:**

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*