

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Health & Social Care Development

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	B700
Programme Duration	Part-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Nursing (2001) Paramedic Science (2016)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours in Health & Social Care Development
Programme Leader	John Ambrose

Educational aims of the programme

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.
8. Further enhance their international perspective associated with either nursing, midwifery and paramedic professions.

Target award Learning Outcomes - Bachelor of Science with Honours

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

Knowledge and understanding

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

- A1. Critically examine legal, ethical, cultural and political issues.
- A2. Analyse the impact of relevant contemporary nursing protocols.
- A3. Use critical reflective processes and continuing professional development.
- A4. Critically examine the biological, psychological, social and pharmacological element of care.
- A5. Analyse and interpret relevant health promotion and education to promote wellbeing across the lifespan.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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

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

Skills and other attributes

Intellectual Skills

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

- B1. Analyse the value base inherent within the multi professional team.
- B2. Critically appraise research findings and evidence to inform strategies that promote health and the delivery of care.
- B3. Analyse care needs and collaborative solutions, which enable safe, effective care.
- B4. Evaluate risk management strategies that promote a safe and therapeutic environment.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

A range of learning methods will be used throughout the programme. Core elements include formal lectures, tutorials and seminars (group and individual), portfolio construction, and electronic discussion boards.

Assessment

Assessment methods are varied. They include formal essays and literature reviews, assessment of developed portfolios, seminar presentations and practice based assessment of competence, dependant on module.

Professional practical skills

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

- C1. Evaluate risk management strategies that promote a safe and therapeutic environment.
- C2. Develop care to achieve optimal health and rehabilitation across the lifespan for people with complex needs.
- C3. Utilise information technology to assist in the organisation and management of care.
- C4. Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate care in partnership with service-users and their carers.
- C5. Adapt to changing health needs and make decisions, which are ethically sound and based on best available evidence.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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 electronic discussion boards. Some formal learning time in practice environments, use of practice based learning agreements and structured practice based tasks are an important element of the programme.

Assessment

Assessment methods are varied. They include formal essays and literature reviews, development of change management projects, assessment of developed portfolios, observed structured clinical examinations, seminar presentations and practice based assessment of competence dependant on the module.

Transferable / key skills

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

- D1. Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct.
- D2. Select and apply knowledge and skills to complex and unexpected situations.
- D3. Develop self-management skills and take initiative for planning to meet own needs and facilitating those of others.
- D4. Demonstrate effective leadership and communication skills.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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, electronic discussion boards and email support. Some formal learning time in practice environments, and structured

practice based tasks are an important element of the programme.

Assessment

Assessment methods are varied. They include formal essays and literature reviews, development of change management projects, assessment of developed portfolios and seminar presentations.

Programme structure - programme rules and modules

Programme rules

Individual student routes through the programme will be determined by their professional need, negotiated and agreed with the pathway lead. The pathway agreed will also be influenced by the students own area of professional interest.

Core modules:

6000HEAL - Individual Study (Dissertation)

6001HEAL - Mentorship in Clinical Practice

6002HEAL - Leadership Development Through Action Learning

6003HEAL - Research in Health and Social Care

Option Modules:

Suitable option modules totalling 40 credits will be taken. A pathway requires completion of all core modules and a further 40 credits, which must include at least one profession specific module. The choice of modules can be incorporated into a unique, pathway for each student. The programme includes a selection of 30 credit modules. Following completion of a 30 credit module a student can then complete the 10 credit module to complete the required 40 credit options.

Optional modules:

Introducing Palliative Care (nursing)

Professional Studies in the Care of People with Diabetes (nursing)

Advancing Tissue Viability (nursing)

Infection Control for Healthcare (nursing)

Developing and Managing Care of the Highly Dependent Adult (nursing)

Paediatric Clinical Examination and Minor Illness (nursing)

Dementia Care (nursing)

Developments in Trauma Care (paramedic)

Common Illnesses and Conditions (paramedic)

Developing Patient Assessment (paramedic)

Examination of the New Born (midwifery)

Sexual Health in Practice (midwifery)

Work Related Learning and Professional Development (generic)

Negotiated Work-based Learning Professional Studies (generic)

Critical Illness Management (generic)

NOTE:

As this programme is a top up degree adding to their current level, students will apply for and if appropriate receive 240 credits for their level 4 and level 5 studies. Producing evidence of the level 4 and 5 study is part of the entry requirement. The student will therefore be receiving 240 credits of RP(E)L at level 4 and 5.

In addition;

The School of Nursing and Allied Health CPD portfolio consists of multi professional modules. The modules offer NHS Trusts an opportunity to further develop their workforce. A student that has completed level 6 CPD modules at LJMU, that also match the BSc, can apply for the BSc and have up to a maximum of 90 LJMU level 6 credits recognised through RP(E)L.

An applicant may have studied equivalent level 6 modules to those offered on the BSc at other Higher Education Institutions (HEIs); for these students we will consider credit transfer into the programme up to a maximum of 30 level 6 credits via RP(E)L.

All claims will be considered following the process outlined in the University RPEL policy.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6000HEAL Dissertation Individual study (30 credits) 6001HEAL Mentorship in Health Care Practice (20 credits) 6002HEAL Leadership Development Through Action Learning (10 credits) 6003HEAL Research in Health and Social Care (20 credits)	6004HEAL Advancing Tissue Viability (20 credits) 6005HEAL Infection Control for Healthcare (20 credits) 6006HEAL Developing and Managing Care of the Highly Dependent Adult (30 credits) 6007HEAL Professional Studies in the Care of People with Diabetes (20 credits) 6008HEAL Palliative Care for Adults (20 credits) 6012HEAL Dementia Care (20 credits) 6021HEAL Paediatric Clinical Examination and Minor Illness (20 credits) 6031HEAL Developments in Trauma Care (20 credits) 6032HEAL Common Illness and Conditions (20 credits) 6033HEAL Developing Patient Assessment (20 credits) 6041HEAL Sexual Health in Practice (30 credits) 6042HEAL Examination of the Newborn (30 credits) 6051HEAL Work Related Learning and Professional Development (10 credits) 6053HEAL Negotiated Work-based Learning Professional Studies (20 credits) 6054HEAL Critical Illness Management (20 credits)	80 core credits at level 6 40 option credits at level 6

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)

Criteria for admission

Mature entry

Those students who meet the requirement in terms of professional registration and employment, but do not have level 5, can apply for consideration of experience, which is mapped against the following criteria through a negotiated and agreed portfolio design and series of assessments.

1. Demonstrate knowledge and critical understanding of the well-established principles of nursing / midwifery service provision.
2. Have developed a sound understanding of the values, principles qualities, specific and transferable skills in nursing / midwifery, and have applied them in the context of either academic or professional practice.
3. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
4. Effectively communicate information, arguments and analysis in a variety of forms to specialist and

non-specialist audiences, and deploy key techniques of the discipline effectively.

5. Have learned to evaluate the appropriateness of different approaches to solving problems.

6. Demonstrate that they have undertaken further training, developed existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

7. Reflect with insight on own personal, academic and professional development or practice.

8. Exercise personal responsibility and decision-making in line with the relevant standards set out by the Nursing and Midwifery Council or Health and Care Professions Council.

Overseas qualifications

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

Current registration as a Paramedic, Nurse or Midwife.

A Diploma in Higher Education, or equivalent or 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 5 can apply for consideration of experience, which is mapped against an agreed set criteria highlighted within this document.

Overseas qualifications:

Applicants must have an IELTS score of 6.0 (or equivalent)

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

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.