

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Health and Social Care for Individuals, Families and Communities

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	L512
JACS Code	B790
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	The development of the curriculum content has been informed by , and is cognisant with the QAA Statement of Common Purpose for Subject Benchmark Statements for the Health and Social Care Professions. It is also underpinned by the QAA Subject Benchmark Statements for Health Studies (2008) and Social Policy and Administration (2007).
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	<p>Bachelor of Arts with Honours in Health and Social Care for Individuals, Families and Communities</p> <p>Diploma of Higher Education in Health and Social Care for Individuals, Families and Communities</p> <p>Certificate of Higher Education in Health and Social Care for Individuals, Families and Communities</p>
Programme Leader	Ceri Anwen Jones

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.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

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

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

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

Identify and discuss the ways in which social sciences establish and contest knowledge in relation to individuals, families and communities

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

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

Evaluate the importance of individual responsibility and multi-agency working in safeguarding policies

Examine the nature and importance of early help in effective safeguarding

Analyse the varied nature of social enterprise and the benefits it can provide to individuals, families and communities

Evaluate the experience of health and illness in the broader context of cultural, social, political, economic and historical processes

Evaluate the ethical implications of research in health and social care

Apply the underlying concepts associated with health to international contexts

Explore the impact of the external environment on the nature of organisations in health and social care

Target award Learning Outcomes - Bachelor of Arts 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. Have knowledge and understanding of issues relating to development throughout the life course with emphasis on children, young people and later life
2. Be aware of the issues relating to the health and well being of individuals, families and communities
3. Have knowledge and understanding of supporting, safeguarding and empowering individuals, families and communities throughout the life course
4. Understand and apply the key elements of and conditions for an inclusive community and society
5. 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
6. Evaluate a variety of social, welfare, health and legal policy responses that impact on individuals, families and communities
7. Interpret information and data from a variety of sources
8. Demonstrate the capacity for reasoning, synthesis and reflection
9. Analyse, evaluate and apply a range of theoretical debates and concepts in relation to working in health and social care settings
10. Present and develop ideas in a coherent, confident and convincing manner
11. Work as part of a group
12. Demonstrate independent thought, judgement and initiative
13. Apply appropriate academic skills which are consistent with study at graduate level
14. Develop appropriate research and project management skills and the ability to apply them within the work setting
15. Manage self as an independent and autonomous lifelong learner
16. Have knowledge and experience of working in a variety of health and social care contexts
17. Apply skills and knowledge to support individuals at different points within the life course
18. Contribute effectively to the future health and social care workforce
19. Have knowledge to successfully lead and develop health and social care provision
20. Apply knowledge and skills in a variety of contexts

Teaching, Learning and Assessment

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

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

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A variety of teaching, learning and assessment methods will be utilised to enable outcomes to be achieved and demonstrated.

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Programme structure - programme rules and modules

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.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6100HSCIFC Dissertation (40 credits) 6200HSCIFC Communication for Health and Social Care (20 credits) 6300HSCIFC Working with Disadvantaged Individuals, Families and Communities (20 credits) 6400HSCIFC Future Innovators (20 credits) 6500HSCIFC community development (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5100HSCIFC Safeguarding Children and Vulnerable Adults (20 credits) 5200HSCIFC Future Change Makers - Social Enterprise (20 credits) 5300HSCIFC Sex, Drugs and the		120 core credits at level 5 0 option credits at level 5

Nanny State? (20 credits) 5400HSCIFC Research Methods for Health and Social Care (20 credits) 5500HSCIFC International Perspectives on health (20 credits) 5600HSCIFC Placement Learning and Organisational Awareness (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100HSCIFC Personal, Professional and Academic Development (20 credits) 4200HSCIFC Changing Contexts of Health and Social Care (20 credits) 4300HSCIFC Health (20 credits) 4400HSCIFC Diversity and Respect (10 credits) 4500HSCIFC Learning in Context (10 credits) 4600HSCIFC Living in Society (20 credits) 4700HSCIFC Change and Resilience (20 credits)		120 core credits at level 4 0 option credits at level 4

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)

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 <https://www2.ljmu.ac.uk/worldofwork/123858.htm>

Criteria for admission

A/AS Level

280 UCAS points

Additional Information

Minimum number of A Levels required: 2

Is General Studies acceptable? Yes

Are AS level awards acceptable? Not acceptable

BTEC National Diploma

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

AVCE

280 UCAS points

Irish Leaving Certificate

280 UCAS points

Additional Information

Irish Leaving Certificate: Acceptable on its own and combined with other qualifications

Grades / subjects required: English Language and Mathematics at Ordinary Level

FETAC acceptability: Not applicable

Scottish Higher

280 UCAS points

Additional Information

Scottish Higher: Acceptable on its own and combined with other qualifications

Scottish Advanced Higher: Acceptable on its own and combined with other qualifications

International Baccalaureate

280 UCAS points

International Baccalaureate: Acceptable on its own and combined with other qualifications

Access

Pass in relevant kite-marked course

Further Information

Access to Higher Education Diploma acceptability: Acceptable on its own and combined with other qualifications

Pass QAA Accredited Access to Higher Education Diploma in a Health or Science related subject area

Other

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.

Mature entry

Enquiries are encouraged from students from non-standard academic backgrounds who can demonstrate motivation and potential to complete their chosen programme of study. Mature students are encouraged to apply early in order that proper consideration and academic guidance can be given.

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.