

# PROGRAMME SPECIFICATION

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## Bachelor of Arts with Honours in Health and Social Care

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>JACS Code</b>	B700
<b>Programme Duration</b>	Part-Time: 5 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	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 (2019) and Social Policy(2019).
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in Health and Social Care Diploma of Higher Education in Health and Social Care Certificate of Higher Education in Health and Social Care
<b>Programme Leader</b>	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 knowledge and skills required to support individuals at different points within the life-course.

The course endeavours to help students to develop transferable skills which will enable them to make an effective contribution to the future workforce.

There are a variety of themes included in the programme to assist students in understanding and being aware of the issues relevant to health and social care provision.

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

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 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

## 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. Evaluate issues relating to development throughout the life course with emphasis on children, young people and later life
2. Appraise the issues relating to the health and well being of individuals, families and communities
3. Critically compare between a range of health and social care contexts, such as between individual and institutional contexts, or between national, international and global contexts
4. Develop a critical appreciation of cultural diversity within society and its potential impact on health and well-being
5. Analyse, evaluate and apply a range of theoretical debates and concepts in relation to working in health and social care settings
6. Draw on authoritative research and research methodologies to locate, review and evaluate research findings relevant to health and social care issues, across a range of disciplines
7. Recognise and apply the key elements of and conditions for an inclusive community and society
8. Evaluate the means by which the social sciences establish and contests knowledge and how this may inform practice and service provision in health and social care
9. Demonstrate sensitivity to the values and interests of others in order to appreciate the diversity of human needs, and understand how they can be addressed through health and social care provision
10. Evaluate a variety of social, welfare, health and legal policy responses that impact on individuals, families and communities
11. Examine the processes relating to supporting, safeguarding and empowering individuals, families and communities throughout the life course
12. Critically evaluate ethical perspectives and the diversity of values associated with health and well-being
13. Appraise global, environmental and planetary dimensions of health and social care
14. Critically explore comparisons within and between health and social care systems and modes of delivery
15. Evaluate the multidisciplinary nature of health and social care
16. Interpret information and data from a variety of sources
17. Demonstrate the capacity for reasoning, synthesis and reflection
18. Present and develop ideas in an informed, coherent, confident and convincing manner
19. Demonstrate independent thought, judgement and initiative
20. Apply appropriate academic skills which are consistent with study at graduate level
21. Manage self as an independent and autonomous lifelong learner
22. 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 of diagnostic, formative and summative methods of assessment will be utilised across the programme. They can include, essays, literature reviews, reflective accounts, personal development plans, poster presentation, case studies, risk analysis and action planning, journal or committee papers, community profiles and research projects.

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

## Programme structure - programme rules and modules

The aim of the part-time route is for students to complete 80 credits each for each of the first four years of study and complete 40 credits in year 5.

Year 1 Semester 1 (2 x level 4 modules) Semester 2 (2 x level 4 modules)

Year 2 Semester 1 (1 x level 4 module and 1 x level 5 module) Semester 2 (1 x level 4 module and 1 x level 5 module)

Year 3 Semester 1 (2 x level 5 modules) Semester 2 (2 x level 5 modules)

Year 4 Semester 1 (2 x level 6 modules) Semester 2 (2 x level 6 modules)

Year 5 40 credit level 6 module

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6000HS Dissertation (40 credits) 6001HS Sex, Drugs and the State? (20 credits) 6002HS Critical Perspectives on Mental Health (20 credits) 6003HS Environment and Sustainability (20 credits) 6004HS Working with Disadvantaged Individuals, Families and Communities (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5000HS Safeguarding (20 credits) 5001HS Changing Contexts of Health and Social Care (20 credits) 5002HS Gender and sexuality (20 credits) 5003HS Research Methods in Health and Social Care (20 credits) 5004HS International Perspectives on Health (20 credits) 5005HS Health and Crime (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4000HS Humans and Health (20 credits) 4001HS Equality and Diversity (20 credits) 4002HS Skills for Higher Education (20 credits) 4003HS Development Across the Human Life Course (20 credits) 4004HS Political Context of Health and Social Care (20 credits) 4005HS Media, Technology, Health and Society (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. Work related learning will be facilitated in all modules from an underpinning theoretical perspective. This learning will be complemented by students being encouraged to undertake relative volunteering experiences. Students will also be able to utilise the Career resources within the university.

## Criteria for admission

### **A/AS Level**

112 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**

112 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**

112 UCAS points

### **Irish Leaving Certificate**

112 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**

112 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**

112 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](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.*