

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Health and Applied Social Studies

Awarding institution	LJMU
Teaching institution	Nelson and Colne College Group
JACS Code	
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 Subject Benchmark Statements for: Health Studies (2019) Sociology (2019) Social Policy (2019) Individual modules have been informed by the following additional benchmark statements: <ul style="list-style-type: none">• Criminology (2019)• Politics and International Relations (2019)• Psychology (2019)• Social Work (2019)• Youth and Community Work (2019)
Programme accredited by	None
Description of accreditation	N/A
Validated target and alternative exit awards	Bachelor of Arts with Honours in Health and Applied Social Studies Diploma of Higher Education in Health and Applied Social Studies Certificate of Higher Education in Health and Applied Social Studies
Link Tutor	Julie Connolly

Educational aims of the programme

The main educational aims of the programme are to:

- Emphasise the causes and consequences of human actions and contextualise these to a range of social and health issues, related social and welfare policies and the operation of relevant societal institutions
- Provide a supportive and collaborative learning environment which is sensitive to the needs of both part-time and full-time learners
- Develop relevant transferable skills such as critical enquiry, argument and analysis, and capacity for independent learning
- Develop proactive and flexible graduates who can respond to rapidly changing environments thereby enhancing their employment prospects

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

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

Explore and evaluate the way social divisions affect the life chances of different groups within society

Identify and discuss a range of explanations offered within the social sciences for the behaviour of individuals, human service organisations, communities and society

Relate some of the main theoretical debates used by social scientists and health specialists to explain a range of social and health related topics, problems and issues

Illustrate and discuss the ways in which political and economic decisions and values can inform a range of social, legal, welfare and health policy developments

Explain the principles of research design and the main methods of data collection used by social and health researchers

Interpret information and data from a variety of sources

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

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

Demonstrate the capacity for reasoning and analytical reflection

Effectively and appropriately interpret numerical statistical information

Evaluate evidence in relation to competing ideas

Evaluate a variety of social, welfare, health and legal policy responses and practices to an array of social issues and social problems

Analyse, evaluate and apply a range of theoretical debates and concepts used by social scientists and health specialists to a range of situations and contexts

Apply principles of research design and main methods of data collection used by social and health researcher

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. Explore and evaluate the way social divisions affect the life chances of different groups within society
2. Identify and discuss a range of explanations offered within the social sciences for the behaviour of individuals, human service organisations, communities and society
3. Relate some of the main theoretical debates used by social scientists and health specialists to explain a range of social and health related topics, problems and issues
4. Illustrate and discuss the ways in which political and economic decisions and values can inform a range of social, legal, welfare and health policy developments
5. Explain the principles of research design and the main methods of data collection used by social and health researchers
6. Interpret information and data from a variety of sources
7. Demonstrate the capacity for critical reasoning, synthesis and analytical reflection
8. Effectively and appropriately interpret and use numerical statistical information
9. Evaluate evidence critically in relation to competing ideas
10. Evaluate a variety of social, welfare, health and legal policy responses and practices to an array of social issues and social problems
11. Analyse, evaluate and apply a range of theoretical debates and concepts used by social scientists and health specialists to a range of situations and contexts
12. Apply principles of research design and main methods of data collection used by social and health researchers
13. Apply ethical dimensions to social and health related research
14. Communicate accurately, clearly, concisely and confidently to a variety of audiences in written, verbal and visual forms
15. Demonstrate good interpersonal skills and team-working ability
16. Work independently, demonstrating initiative, self-organisation and time management
17. Develop initiative and creativity in problem solving
18. Demonstrate competence in a range of IT skills as a means of communication, presentation and learning
19. Employ reflective skills to support academic work

Teaching, Learning and Assessment

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

The acquisition of knowledge and understanding is promoted through a variety of methods including lectures, seminars, group work, group tutorials, project work and independent self-directed study and research.

Lectures present relevant subject information in a structured manner in order to outline key themes, issues and debates and thus provide students with the underpinning knowledge from which to conduct further self-directed learning. Seminars, group work and group tutorials offer more potential for a purposely student led interactive forum for knowledge sharing and acquisition. Individual tutorials facilitate student learning by addressing specific knowledge and understanding needs on an individual basis and remains an integral aspect of the relationship between staff and student in respect to independent project and dissertation supervision. Constructive feedback on both coursework and examinations also enhances students' intellectual development by confirming areas of intellectual acumen and outlining scope for further development.

Relevant numerical and statistical skills are taught in the programme and students use these in certain modules such as in Research Methods, although students may wish to include such material in other areas of the course - such as their dissertation for instance.

The college uses a Virtual Learning Environment (VLE) and each programme has a separate area on the VLE and each module has a folder on the VLE which contains class resources.

Throughout the learner is encouraged to undertake independent reading and research using both printed and electronic material to complement, widen, deepen and consolidate their knowledge and understanding.

Students are assessed via both oral and written coursework (such as essays, projects, seminars, poster presentations, portfolio and dissertation) and examinations (both seen and unseen), of 2 hours duration in some modules.

Programme structure - programme rules and modules

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6501HASS DISSERTATION (40 credits)	6502HASS GENDER AND SEXUALITY IN SOCIETY (20 credits) 6503HASS CRIMINAL JUSTICE & PENAL POLICY (20 credits) 6504HASS YOUTH AND COMMUNITY STUDIES (20 credits) 6505HASS GEOGRAPHY OF HEALTH (20 credits) 6506HASS LEADERSHIP AND MANAGEMENT (20 credits) 6507HASS CONTEMPORARY ISSUES (20 credits)	40 core credits at level 6 80 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5501HASS British Welfare and Social Policy (20 credits) 5502SPRT Career Focused Professional Development (20 credits) 5503HASS Health Psychology (20 credits) 5504HASS Social Divisions (20 credits) 5505HASS Crime and Deviance in Society (20 credits) 5506SPRT Research Development (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements

4501HASS INTRODUCTION TO HEALTH STUDIES (20 credits) 4502SPRT PERSONAL & PROFESSIONAL DEVELOPMENT (20 credits) 4503HASS SOCIOLOGICAL PERSPECTIVES (20 credits) 4504HASS THEORIES OF SOCIAL CHANGE AND GLOBALISATION (20 credits) 4505HASS Approaches to Psychology (20 credits) 4506SPRT INTRODUCTION TO RESEARCH METHODS (20 credits)		120 core credits at level 4 0 option credits at level 4
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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)

Work-related learning is included within this programme, so students will have the opportunity to engage in real world projects and activities.

The programme has active links with industry and involves employers in the industrial projects, utilising real world case studies wherever possible.

Criteria for admission

A/AS Level

96 UCAS points

BTEC National Diploma

96 UCAS points

AVCE

96 UCAS points

Access

A recognised Access to HE Diploma

Other

Applicants who have successfully complete one of the following Foundation Degrees may be considered for entry into Level 6 of the programme:

- FdA Mental Health Work (Liverpool John Moores University)
- FdA Alcohol & Substance Misuse Work (Liverpool John Moores University)
- FdA Health & Social Care (University of Bolton)

Candidates holding other level 5 qualifications may be admitted to level 6 subject to a satisfactory mapping of their prior learning and the approval by the LJMU Faculty Recognition Group.

Mature entry

Prospective students without prior academic qualifications in relevant subjects may be asked to demonstrate their suitability for the programme by researching and producing a 1200 word essay on an appropriate topic.

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.