



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Health and Social Care

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Science with Honours (BSc (Hons))

To be delivered from: 22 Sep 2014

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2021-22

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Health and Social Care
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Health & Social Care (H)
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	L510
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Health and Social Care
Programme Leader	Julie Burton (jburton)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2019-20

3. Programme Description

3.1 Overview

The BSc (Hons) Health and Social Care degree has been offered by the University of Lincoln since 2008, when it replaced its previous incarnation, the BSc (Hons) Health Studies programme. The programme was developed to reflect and respond to the emerging seismic shift in the Health and Social Care landscape, as it was clear the direction of travel in terms of national and international policy, underpinned firmly by a number of dimensions, was towards prevention, towards the community, towards supporting people within their own homes and within their families, and towards choice and personalisation of service. The overall goal of 'welfare' policy was, and remains, the ever closer integration of health and social care, with a range of new types of worker sitting at the interface between traditional health care professions (such as Nursing, Medicine, Occupational Therapy and Physiotherapy) and equally traditional social work and social care services staff.

Over the past five years, the degree has become all the more relevant to current landscape. Changes in demography, in life expectancy, the prevalence of long term conditions (such as dementia, diabetes, asthma and heart conditions), new challenges to the public health of the nation (such as obesity, alcohol and drug use), have all served to prompt successful governments over the past 10 years to consider new health and social care structures, practices and practitioners to address these organisational and fiscal challenges.

The revised and updated Health and Social Care degree reflects current and up –to –date, research informed thinking about how to provide the best possible care and support to society's most vulnerable citizens in a manner that is ethically informed, user / patient centred, evidence based and innovative.

As a community of practitioners, academics and students, we endeavour to explore possibilities and create new knowledge together.

3.2 Aims and Objectives

The Health and Social Care degree aims to produce graduates who are best placed to contribute to the transformation of the Health and Social Care landscape. Our confident and creative alumni will help to develop local, national and international communities of best health and social care practice by becoming the dynamic, research informed, values based, engaged workforce of the future.

We will achieve that overall aim by:

- 1) Offering a vocationally oriented programme that upholds and represents the University's mission of serving and developing our local, national, international communities by creating purposeful knowledge and research, confident and creative graduates and dynamic and engaged workforce;
- 2) Offering a unique and distinctive student experience that blends academic learning with an extended and extending added value curriculum, linked to practice skills development and enhanced employability
- 3) Attracting and recruiting the best students from diverse communities;
- 4) Offering a curriculum of opportunity and enterprise that enables every student to feel supported, valued, challenged, stimulated and transformed through the course of their studies.
- 5) Developing a distinct Health and Social Care community within the University that encompasses current and former students, academics from various disciplines, practitioners, users of services and members of the public.

3.3 Variations to Standard Regulations and Guidance

Not applicable as there are no variations to the standard university regulations.

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 A1 Synthesise information/data from a variety of sources
- 2 A2 Formulate and test hypotheses
- 3 A3 Analyse, interpret and critically evaluate research and evidence
- 4 A4 Utilise problem solving skills
- 5 A5 Plan, conduct and report on an investigation
- 6 A6 Articulate opinions and formulate arguments effectively
- 7 A7 Use IT to store, retrieve and produce material

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 8 B1 Understand and discuss the anatomical, physiological and/or social principles of human health and disease
- 9 B2 Evaluate the various determinants, cultural, economic, ethical and professional values of human health and social wellbeing
- 10 B3 Compare and discuss the individual, institutional, national, European and international contexts of health and social care provision
- 11 B4 Explain and discuss the governmental structures and policies in the delivery of multi-disciplinary health and social care systems
- 12 B5 Debate the contemporary issues at the forefront of health and social care policies, strategies, delivery systems and practice
- 13 B6 Understand and be able to employ qualitative and quantitative research methodologies
- 14 B7 Discuss the theories, models and concepts of causality relating to health and disease, and social inclusion and social exclusion
- 15 B8 Employ theoretical and professional rationales for critical analysis of health and social care services including health and social care needs assessment
- 16 B9 Analyse the strategy and implementation skills of health and social care management and quality assurance

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 17 C1 Demonstrate an understanding and adherence to ethical principles and values, including managing potentially conflicting and competing values and moral dilemmas.
- 18 C2 Work with service users and carers; at all times maintaining a professional, ethical and effective manner
- 19 C3 Identify and apply the principles of social justice, inclusion and equality in working with individuals, communities and others in health and social care practice.
- 20 C4 Respect and protect the privacy of others, maintaining confidentiality and be able to judge when it is appropriate to share information.
- 21 C5 Make appropriate use of laws, regulations, policy and guidance and how they can be applied appropriately to protect, advance or constrain people's rights and entitlements.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 22 D1 Work effectively, both in a team and independently
- 23 D2 Structure and communicate ideas effectively by written, verbal and electronic means
- 24 D3 Recognise issues relating to equal opportunities
- 25 D4 Gather relevant information/data from appropriate manual and electronic sources
- 26 D5 Manage time, resources and tasks to deadlines
- 27 D6 Construct and apply survey study techniques such as questionnaires and interviews
- 28 D7 Apply numerical and statistical techniques of analysis and problem solving skills

and students following the Sandwich variant of the award will, in addition, be able to:

- 29 Engage in a cross-cultural learning environment that is outside the student's home country
- 30 Identify and critically analyse key themes in primary and secondary material
- 31 Demonstrate a capacity for independent learning.
- 32 Critically reflect upon the experience of living and studying in different cultural environments.

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The learning and teaching strategy adopted within the BSc (Hons) Health and Social Care programme derives from the University's aim to produce independent, enquiring, knowledgeable graduates who enjoy learning, are enterprising, employable, self-aware, seek career and other opportunities in life, and make a positive contribution to society. Key to the strategy is the University-wide organising principle for learning known as 'Student as Producer' (www.studentasproducer.lincoln.ac.uk).

This initiative is overseen and supported by the University's Centre for Educational Research and Development (CERD). The focus of 'Student as Producer' is the undergraduate. Thus, the approach to teaching and learning adopted for the Health and Social Care programme, and operating across the School of Health and Social Care, derives from the principle that in order to develop students as independent learners, great emphasis is placed upon effective student learning and engagement rather than focusing simply on the activity of teaching, although clearly these are not disconnected activities. Learning is seen as an active rather than passive process with the expectation that students will take responsibility for their own learning. In particular the BSc (Hons) Health and Social Care programme aims to:

- * Develop a curriculum that is underpinned by research and reflects leading edge theory and practice;
- * Continuously improve approaches to teaching, learning and assessment in partnership with students and wider stakeholders;
- * Offer students research and research-like learning activities, work-related experiences and thereby enhance their employment and career development prospects;
- * Support staff in developing their research informed teaching and professional practice;
- * Promote collaboration with selected partners inside and outside of the institution;
- * Provide an environment in which staff and students have challenging, fulfilling and enjoyable learning and teaching experiences.

The curriculum is deliberately developmental over the three years, supporting students to be able to apply critically skills, knowledge and values in their final year of study. Students play a crucial role engaging in learning activities that promote quality learning.

Through use of a range of Web2 technologies, Open Educational Resources, multi-media and flexible learning materials, the students are enabled to engage in the learning experience in ways and times that are most appropriate to their circumstances.

For the Year Two module 'Comparative Health and Social Care', students will have the opportunity to undertake a field trip to a contrasting context for health and social care services. An opportunity will be arranged for the cohort to travel outside the UK to one of the School's partner countries for this activity. (Alternative arrangements will be made in this country to include students whose circumstances make it impossible for them travel abroad).

5.2. Assessment Strategy

The School of Health and Social Care and the Health and Social Care degree programme team regard assessment as a fundamental aspect of the student learning experience. The Assessment Map provided as Appendix II demonstrates the range of assessment modes which have been designed to reflect the discovery mode of teaching and learning (underpinned by Student as Producer principles) thus enabling students to engage in active learning.

All module handbooks will include the module learning outcomes, details about the assessment task, requirements in terms of presentation and formatting, specific and general assessment criteria and detailed marking criteria; these will enable students to understand the academic assessment and marking processes. Assessment is used to monitor student progress and to determine the extent to which programme and module outcomes have been achieved.

Thus assessment within this programme is founded upon principles of:

- Encouraging students, as independent learners, to engage with the programme of study and challenging them through the range of assessment types;
- Assisting students' learning by setting tasks designed to allow them to demonstrate achievement of one or more of the learning outcomes of the module or programme;
- Enabling students to develop research capabilities through, for example the promotion of collaboration and networking between students and involvement of learning development support provided by the Library, to provide students with the opportunity to demonstrate their research skills, techniques, findings, outcomes and outputs;
- The recognition that research-engaged teaching is incorporated into assessment in appropriate modules; indicating to students how well they have achieved the learning outcomes being measured in an assessment task, through the award of marks and the giving of feedback;
- Providing students opportunities to remedy, as promptly as possible, those shortcomings in learning that are identified through the inadequate performance of an assessment task;
- Facilitating boards of examiners to decide whether individual students have achieved the required standard to progress within a programme and, where appropriate, to decide the grade or classification of an award to be made to a student;
- Providing a basis on which academic support is given to students. This is facilitated by the timely publication of results and the giving of feedback;
- Providing an objective, public measure of each student's achievement of the standards identified in the Quality Assurance Agency for Higher Education's Framework for Higher Education qualifications.

The assessment strategy incorporates consideration of students' progress between levels of the programme, as shown in the programme specific regulations.

Assessment processes across the programme conform to the appropriate regulations, policies and procedures of the University of Lincoln, for example those stated with the University Regulations and the 'double and second marking policy' and 'marking and grading policy'.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Social Aspects of Health 2019-20	15	Core
The Public's Health 2019-20	15	Core
Psychological and Social Development (Children) 2019-20	15	Core
Psychological and Social Development (Adults) 2019-20	15	Core
Values, Ethics and Rights 2019-20	15	Core
Communication and Engagement Skills 2019-20	15	Core
Human Bioscience 2019-20	30	Core

Level 2

Title	Credit Rating	Core / Optional
Mental Health and Wellbeing 2020-21	15	Core
Politics, Policy and People 2020-21	15	Core
Analysing Contemporary Issues in the Media 2020-21	15	Core
Criminology and Social Justice 2020-21	15	Core
Research Methods 2020-21	15	Core
Recognising and Responding to Change 2020-21	15	Core
Health Psychology 2020-21	15	Core
Comparative Health in Health and Social Care 2020-21	15	Core
Study Abroad 2020-21	0	Optional

Level 3

Title	Credit Rating	Core / Optional
Dissertation (Independent Study) 2021-22	30	Core
Leadership and Management 2021-22	15	Core
Equality, Diversity and Human Rights 2021-22	15	Core
Health Promotion and Behavioural Change 2021-22	15	Core
Skills for Professional Development 2021-22	15	Core
Counselling and Guidance Skills 2021-22	30	Optional
Working With Children and Families 2021-22	30	Optional
Working With Adults 2021-22	30	Optional

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Communication and Engagement Skills 2019-20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Bioscience 2019-20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological and Social Development (Adults) 2019-20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological and Social Development (Children) 2019-20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social Aspects of Health 2019-20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Public's Health 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Values, Ethics and Rights 2019-20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Communication and Engagement Skills 2019-20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Human Bioscience 2019-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Psychological and Social Development (Adults) 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychological and Social Development (Children) 2019-20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social Aspects of Health 2019-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Public's Health 2019-20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Values, Ethics and Rights 2019-20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32
Communication and Engagement Skills 2019-20	✓							
Human Bioscience 2019-20	✓	✓						
Psychological and Social Development (Adults) 2019-20	✓	✓						
Psychological and Social Development (Children) 2019-20	✓	✓						
Social Aspects of Health 2019-20	✓	✓						
The Public's Health 2019-20	✓	✓						
Values, Ethics and Rights 2019-20	✓	✓						

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Analysing Contemporary Issues in the Media 2020-21	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
Comparative Health in Health and Social Care 2020-21	✓		✓	✓	✓	✓	✓			✓	✓	✓
Criminology and Social Justice 2020-21	✓	✓	✓	✓		✓	✓			✓	✓	✓
Health Psychology 2020-21	✓		✓	✓		✓	✓	✓	✓			✓
Mental Health and Wellbeing 2020-21	✓		✓	✓		✓	✓	✓	✓			✓
Politics, Policy and People 2020-21	✓				✓	✓	✓	✓	✓	✓	✓	✓
Recognising and Responding to Change 2020-21	✓		✓	✓		✓	✓		✓	✓	✓	✓
Research Methods 2020-21	✓	✓	✓	✓	✓	✓	✓					✓
Study Abroad 2020-21												

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Analysing Contemporary Issues in the Media 2020-21		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Comparative Health in Health and Social Care 2020-21		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Criminology and Social Justice 2020-21	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Health Psychology 2020-21		✓	✓		✓		✓	✓		✓	✓	✓
Mental Health and Wellbeing 2020-21		✓			✓	✓	✓	✓	✓	✓	✓	✓
Politics, Policy and People 2020-21		✓			✓		✓	✓	✓	✓	✓	✓
Recognising and Responding to Change 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research Methods 2020-21	✓	✓	✓		✓			✓	✓	✓	✓	
Study Abroad 2020-21												

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32
Analysing Contemporary Issues in the Media 2020-21	✓	✓						
Comparative Health in Health and Social Care 2020-21	✓	✓	✓					
Criminology and Social Justice 2020-21	✓	✓						
Health Psychology 2020-21	✓	✓						
Mental Health and Wellbeing 2020-21	✓	✓						
Politics, Policy and People 2020-21	✓	✓						
Recognising and Responding to Change 2020-21	✓	✓						
Research Methods 2020-21	✓	✓	✓	✓				
Study Abroad 2020-21					✓	✓	✓	✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Counselling and Guidance Skills 2021-22	✓		✓	✓		✓	✓			✓	✓	
Dissertation (Independent Study) 2021-22	✓	✓	✓	✓	✓	✓	✓		✓	✓		
Equality, Diversity and Human Rights 2021-22	✓		✓	✓		✓	✓		✓			
Health Promotion and Behavioural Change 2021-22	✓	✓	✓	✓		✓	✓		✓			
Leadership and Management 2021-22	✓		✓	✓		✓	✓			✓	✓	✓
Skills for Professional Development 2021-22	✓		✓			✓	✓			✓	✓	
Working With Adults 2021-22	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓

Working With Children and Families 2021-22	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Counselling and Guidance Skills 2021-22		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Dissertation (Independent Study) 2021-22	✓	✓	✓			✓	✓	✓	✓	✓	✓	
Equality, Diversity and Human Rights 2021-22		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Health Promotion and Behavioural Change 2021-22			✓		✓	✓	✓	✓	✓	✓	✓	✓
Leadership and Management 2021-22		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Skills for Professional Development 2021-22			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working With Adults 2021-22		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Working With Children and Families 2021-22		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32
Counselling and Guidance Skills 2021-22	✓	✓						
Dissertation (Independent Study) 2021-22	✓	✓	✓	✓				
Equality, Diversity and Human Rights 2021-22	✓	✓						
Health Promotion and Behavioural Change 2021-22	✓	✓						
Leadership and Management 2021-22	✓	✓						
Skills for Professional Development 2021-22	✓	✓						
Working With Adults 2021-22	✓	✓						
Working With Children and Families 2021-22	✓	✓						

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Communication and Engagement Skills 2019-20											100	
Human Bioscience 2019-20												
Psychological and Social Development (Adults) 2019-20												
Psychological and Social Development (Children) 2019-20											100	
Social Aspects of Health 2019-20												
The Public's Health 2019-20											100	
Values, Ethics and Rights 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Communication and Engagement Skills 2019-20												
Human Bioscience 2019-20				30								
Psychological and Social Development (Adults) 2019-20												
Psychological and Social Development (Children) 2019-20												
Social Aspects of Health 2019-20				100								
The Public's Health 2019-20												
Values, Ethics and Rights 2019-20												
	25	26	27	28	29	30	31	32	33	34	35	36
Communication and Engagement Skills												

2019-20												
Human Bioscience 2019-20								70				
Psychological and Social Development (Adults) 2019-20								100				
Psychological and Social Development (Children) 2019-20												
Social Aspects of Health 2019-20												
The Public's Health 2019-20												
Values, Ethics and Rights 2019-20								100				

	37	38	39	40	41	42	43	44	45	46	47	48
Communication and Engagement Skills 2019-20												
Human Bioscience 2019-20												
Psychological and Social Development (Adults) 2019-20												
Psychological and Social Development (Children) 2019-20												
Social Aspects of Health 2019-20												
The Public's Health 2019-20												
Values, Ethics and Rights 2019-20												

							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Communication and Engagement Skills 2019-20												
Human Bioscience 2019-20												
Psychological and Social Development (Adults) 2019-20												
Psychological and Social Development (Children) 2019-20												
Social Aspects of Health 2019-20												
The Public's Health 2019-20												

Values, Ethics and Rights 2019-20

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Analysing Contemporary Issues in the Media 2020-21											100	
Comparative Health in Health and Social Care 2020-21												
Criminology and Social Justice 2020-21											100	
Health Psychology 2020-21												
Mental Health and Wellbeing 2020-21												
Politics, Policy and People 2020-21												
Recognising and Responding to Change 2020-21												
Research Methods 2020-21												
Study Abroad 2020-21												
	13	14	15	16	17	18	19	20	21	22	23	24
Analysing Contemporary Issues in the Media 2020-21												
Comparative Health in Health and Social Care 2020-21												
Criminology and Social Justice 2020-21												
Health Psychology 2020-21												
Mental Health and Wellbeing 2020-21				100								
Politics, Policy and People 2020-21				100								
Recognising and Responding to Change 2020-21												
Research Methods 2020-21												
Study Abroad 2020-21												

	25	26	27	28	29	30	31	32	33	34	35	36
Analysing Contemporary Issues in the Media 2020-21												
Comparative Health in Health and Social Care 2020-21							100					
Criminology and Social Justice 2020-21												
Health Psychology 2020-21							100					
Mental Health and Wellbeing 2020-21												
Politics, Policy and People 2020-21												
Recognising and Responding to Change 2020-21								100				
Research Methods 2020-21								100				
Study Abroad 2020-21												

	37	38	39	40	41	42	43	44	45	46	47	48
Analysing Contemporary Issues in the Media 2020-21												
Comparative Health in Health and Social Care 2020-21												
Criminology and Social Justice 2020-21												
Health Psychology 2020-21												
Mental Health and Wellbeing 2020-21												
Politics, Policy and People 2020-21												
Recognising and Responding to Change 2020-21												
Research Methods 2020-21												
Study Abroad 2020-21												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34,
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Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	Health01	Health02	Health03	Health04	Health05	Health06	Health07	Health08	Health09
PO1									
PO2					✓				
PO3					✓				
PO4									
PO5									
PO6					✓				
PO7									

	Health10	Health11	Health12	Health13	Health14	Health15	Health16	Health17	Health18
PO1									
PO2									
PO3					✓				
PO4									
PO5									
PO6									
PO7									

	Health19	Health20	Health21	Health22	Health23	Health24	Health25	Health26	Health27
PO1			✓						
PO2									
PO3									
PO4	✓								
PO5			✓						
PO6									
PO7			✓						

	Health28	Health29	Health30	Health31	Health32	Health33	Health34	Health35	Health36
PO1									
PO2									
PO3									
PO4									
PO5	✓	✓							
PO6									
PO7									

	Health37	Health38	Health39	Health40	Health41	Health42	Health43	Health44	Health45
PO1								✓	
PO2				✓					
PO3	✓			✓					
PO4						✓			
PO5								✓	
PO6				✓	✓				
PO7								✓	

								Health46	Health47
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

Subject Specific Intellectual Skills

	Health01	Health02	Health03	Health04	Health05	Health06	Health07	Health08	Health09

PO8	✓	✓						✓	
PO9						✓			
PO10									
PO11				✓					
PO12							✓		
PO13									
PO14								✓	✓
PO15			✓						✓
PO16									

	Health10	Health11	Health12	Health13	Health14	Health15	Health16	Health17	Health18
PO8									
PO9		✓	✓						
PO10	✓	✓	✓						
PO11	✓					✓			
PO12			✓					✓	
PO13					✓		✓		
PO14				✓					
PO15				✓			✓	✓	
PO16									

	Health19	Health20	Health21	Health22	Health23	Health24	Health25	Health26	Health27
PO8						✓	✓		
PO9									
PO10									
PO11									✓
PO12									
PO13									
PO14									
PO15								✓	
PO16									

	Health28	Health29	Health30	Health31	Health32	Health33	Health34	Health35	Health36
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PO8				✓					
PO9		✓					✓	✓	
PO10						✓	✓	✓	
PO11						✓			
PO12			✓						
PO13									
PO14				✓	✓				✓
PO15					✓				
PO16									

	Health37	Health38	Health39	Health40	Health41	Health42	Health43	Health44	Health45
PO8									
PO9									
PO10									
PO11		✓							
PO12									
PO13	✓		✓						
PO14									
PO15			✓	✓					
PO16									

	Health46	Health47
PO8		
PO9		
PO10		
PO11		
PO12		
PO13		
PO14		
PO15		
PO16		

Subject Specific Practical Skills

	Health01	Health02	Health03	Health04	Health05	Health06	Health07	Health08	Health09
PO17						✓			
PO18						✓			
PO19						✓			
PO20									✓
PO21	✓								

	Health10	Health11	Health12	Health13	Health14	Health15	Health16	Health17	Health18
PO17									
PO18									
PO19		✓							
PO20		✓							
PO21									

	Health19	Health20	Health21	Health22	Health23	Health24	Health25	Health26	Health27
PO17				✓	✓				
PO18				✓					
PO19					✓				
PO20									
PO21					✓	✓			

	Health28	Health29	Health30	Health31	Health32	Health33	Health34	Health35	Health36
PO17		✓					✓		
PO18									
PO19		✓							
PO20									
PO21									

	Health37	Health38	Health39	Health40	Health41	Health42	Health43	Health44	Health45
PO17									

PO18									
PO19									
PO20									
PO21									
								Health46	Health47
PO17								✓	
PO18								✓	
PO19								✓	
PO20								✓	
PO21									

Transferable Skills and Attributes

	Health01	Health02	Health03	Health04	Health05	Health06	Health07	Health08	Health09
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									

	Health10	Health11	Health12	Health13	Health14	Health15	Health16	Health17	Health18
PO22									
PO23									✓
PO24									

PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									

	Health19	Health20	Health21	Health22	Health23	Health24	Health25	Health26	Health27
PO22		✓		✓					
PO23									
PO24					✓				
PO25			✓						
PO26	✓								
PO27			✓						
PO28			✓						
PO29									
PO30									
PO31									
PO32									

	Health28	Health29	Health30	Health31	Health32	Health33	Health34	Health35	Health36
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									

PO32									
	Health37	Health38	Health39	Health40	Health41	Health42	Health43	Health44	Health45
PO22						✓	✓		✓
PO23					✓				✓
PO24									
PO25								✓	
PO26						✓			
PO27								✓	
PO28								✓	
PO29									
PO30									
PO31									
PO32									

								Health46	Health47
PO22									
PO23									
PO24								✓	
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									
PO31									
PO32									

Appendix IV: Benchmark Benchmark Statement(s)

- Health01** - *Demonstrate a sound knowledge base in selected subject areas that inform health and well-being.*
- Health02** - *Demonstrate a good grasp of the scope and breadth of the discipline.*
- Health03** - *Show a critical ability to analyse health as a contested concept.*
- Health04** - *Demonstrate a good understanding of the multidisciplinary nature of health studies.*
- Health05** - *Show a critical awareness of the role of research in the development of health studies as a discipline.*
- Health06** - *Show an understanding of the diversity and changing nature of determinants of health.*
- Health07** - *Demonstrate an insight into contemporary issues at the forefront of health and well-being.*
- Health08** - *Demonstrate a critical understanding of some theories of causality relating to health and ill-health.*
- Health09** - *Critique some professional rationales concerning health interventions.*
- Health10** - *Understand and evaluate the role of the individual and of institutions in affecting health status.*
- Health11** - *Indicate the diversity of experience and values associated with health.*
- Health12** - *Compare and contrast different healthcare systems.*
- Health13** - *Articulate and apply a number of central theoretical arguments within health studies.*
- Health14** - *Locate, review, evaluate, carry out, report, and analyse research in health studies.*
- Health15** - *Cross traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to elucidate health issues.*
- Health16** - *Analyse health and health issues from several appropriate critical perspectives.*
- Health17** - *Identify current issues and discourses in contemporary health research and debate.*
- Health18** - *Articulate opinions and formulate arguments effectively in speech and writing.*
- Health19** - *Learn independently and utilise some problem-solving skills.*
- Health20** - *Collaborate and plan as a team member and contribute to the work of a team.*
- Health21** - *Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval.*
- Health22** - *Demonstrate competence in skills transferable to the workplace.*

Health23 - *Demonstrate an awareness of equal opportunities and diversity issues in context.*

Health24 - *Demonstrate a comprehensive knowledge base in selected subject areas that inform health and well-being.*

Health25 - *Demonstrate a comprehensive grasp of the scope and breadth of the discipline.*

Health26 - *Critically analyse the contested nature of health using a wide range of perspectives.*

Health27 - *Use knowledge of the multidisciplinary nature of health studies to analyse health and health issues.*

Health28 - *Use research findings in a critical and evaluative way to demonstrate the development of health studies as a discipline.*

Health29 - *Show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them.*

Health30 - *Critically analyse contemporary issues at the forefront of health and well-being.*

Health31 - *Critically analyse a range of theories of causality relating to health and ill-health.*

Health32 - *Critically appraise a number of theoretical and professional rationales concerning health interventions.*

Health33 - *Critically evaluate the role of the individual and of institutions in affecting health status.*

Health34 - *Critically analyse the diversity of experience and values associated with health.*

Health35 - *Critically analyse different healthcare systems.*

Health36 - *Critically reflect and evaluate on a range of theoretical arguments within health studies.*

Health37 - *Apply an appropriate critical framework to use and evaluate research in health studies.*

Health38 - *Cross traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect critically on health issues.*

Health39 - *Demonstrate an appreciation of utilising an integrated approach to an analysis of health and health issues.*

Health40 - *Develop an analysis and evaluation of contemporary issues and discourses in health research and debate.*

Health41 - *Use enhanced language skills to articulate opinions and formulate arguments effectively in speech and writing.*

Health42 - *Learn independently, monitor and evaluate own personal development planning needs, and identify appropriate problem-solving strategies.*

Health43 - *Contribute proactively to the aims and organisation of a team.*

Health44 - *Use information and communications technology to enhance verbal and written presentations, and to facilitate relevant information retrieval.*

Health45 - *Demonstrate self-awareness and confidence in skills transferable to the workplace and the ability to articulate these to a particular employer.*

Health46 - *Appropriately respond to equal opportunities and diversity issues in context.*

Health47 - *The excellent graduate, in addition to the above, will demonstrate flair, creativity, independence of thought, advanced critical and analytical ability, innovation, and a capacity to critique and integrate conventional approaches to the discipline...*