



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Professional Practice

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

With Exit Awards at:

Bachelor of Science with Honours (BSc (Hons))

To be delivered from:

Level	Date
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2018-19

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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:	Professional Practice
Exit Awards and Titles	Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Health & Social Care (H)
Mode(s) of delivery	Part Time
Is there a Placement or Exchange?	No
UCAS code	
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	Professional Development Centre
Programme Leader	Jessica Hodgson (jhodgson)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2018-19

3. Programme Description

3.1 Overview

The programme has been developed to provide a structured and appropriate post - registration education portfolio to meet the continuing professional development needs of registered health professionals.

The programme will provide the opportunity for learners to participate and engage in the academic experience whilst ensuring that learners are able to apply learned theory to practice. The focus will be on engaging with research, developing knowledge and skills and supporting professional learning in practice.

3.2 Aims and Objectives

Aims and Objectives:

The BSc (Hons) Professional Practice aims to provide students currently undertaking a range of modules within the health professionals Learning Beyond Registration Portfolio the opportunity to undertake further study at Level 6 and to thereby acquire a higher education honours degree. The objective is that the students currently undertaking modules with us from the LBR portfolio (or hoping to do so in the near future) will be enabled to utilise credits accumulated toward a degree programme, namely the proposed BSc (Hons) Professional Practice. The BSc (Hons) Professional Practice programme is distinctive in that it will equip students with the knowledge and skills to support them in developing their professional practice and foster their ability to lead and manage within their field of practice. It will enhance their career opportunities and employability, simultaneously meeting the needs of the future development of the regional and local healthcare workforce. Their knowledge and clinical skills will be developed to enhance their ability to assess, plan, deliver and evaluate client-centred care within a focused area of practice and adapt care, when required, to differing environments. Drawing together relevant theory and clinical skills, supported and informed by the development of research skills will enable these students to utilise a wide range of evidence to inform their practice and improve patient care.

Due to their individual professional body requisites, some modules that are validated as part of the BSc (Hons) Professional Practice and as stand alone modules will contain additional learning outcomes, specific to their accrediting body. There are currently two modules this relates to: Practice Certificate in Non Medical Prescribing and Supporting Learning and Assessment in Practice. It is likely, given the changing nature of health policy that the programme team will be requested to develop new modules in response to demand from service partners. These modules will be developed both as stand alone modules and mapped into the BSc (Hons) Professional Practice. They will be introduced through modification.

The School of Health and Social Care continues to develop and to employ a range of academic practitioners and specialist practitioners with a high level of expertise in their practice area, in roles as senior lecturers, lecturers and lecture practitioners who contribute extensively to the breadth of the programme. Blackboard is the universities latest virtual learning environment and because it is a web based resource it can be accessed remotely, from anywhere, at any time. The use of Blackboard facilitates the transition to a more blended approach to teaching and learning. It provides a flexible method of delivering teaching and learning materials, having a range of features supporting individual and collaborative learning, allowing easy access to the library and email communication to individuals and groups. It is used to provide electronically available presentations, lecture notes, media clips, supporting literature and on line discussion forums, it can also provide flexibility in assessment and

allows electronic submission of written work and easily accessed grades for marked work

QAA Subject Benchmark Statement:

The BSc (Hons) Professional Practice is informed by the United Kingdom QAA benchmark Statement of Common Purpose for Subject Benchmark Statements for the Health and Social Care Professions (QAA, 2006)

3.3 Variations to Standard Regulations and Guidance

Yes - see the Approved Variations to the University's Undergraduate Regulations:

<http://secretariat.blogs.lincoln.ac.uk/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 Acquire, critically evaluate, apply and integrate knowledge and understanding about professional healthcare theory
- 2 Acquire, critically evaluate, apply and integrate knowledge and understanding about professional healthcare practice
- 3 Acquire, critically evaluate and apply the theoretical and professional rationales concerning health interventions
- 4 Understand and acquire advanced knowledge of the research base that informs a variety of specialist healthcare practice settings
- 5 Understand and critically evaluate the role of individual differences in affecting health status
- 6 Understand and critically evaluate the diversity of the experience of health and well-being
- 7 Demonstrate an understanding of and application of alternative healthcare systems and modes of delivery
- 8 Understand and demonstrate an understanding of the use and application of information technology within healthcare delivery systems

4.2 Subject Specific Intellectual Skills

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

- 9 Compare and contrast a range of health issues at individual, institutional, national, international and global levels
- 10 Analyse health and wellbeing issues
- 11 Synthesise coherent arguments from a range of contested theories relating to health and health issues
- 12 Critically evaluate the lived experience of health, well-being and illness

4.3 Subject Specific Practical Skills

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

- 13 Articulate key theoretical and professional arguments within a variety of health contexts to promote the health and well being of individuals, groups and communities
- 14 Apply and use appropriate research and research methodologies to locate, review and evaluate research findings relevant to health and health issues, across a range of disciplines

4.4 Transferable Skills and Attributes

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

- 15 Work effectively and efficiently both as a professional practitioner and collaboratively in a team and with others
- 16 Structure and communicate ideas, opinions and arguments effectively by written and verbal means
- 17 Gather, evaluate and synthesize relevant information/data from appropriate manual and electronic sources
- 18 Manage time, resources and tasks to deadlines
- 19 Demonstrate confidence and self direction when problem-solving and making decisions and in and about practice;
- 20 Construct key professional concepts and apply appropriate analytical skills

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

Statement about tutoring of students:

Particular attention will be paid to explaining to professional students how they can acquire the BSc (Hons) Professional Practice route including those who are undertaking stand alone LBR modules or those who have completed these previously. There will also be ongoing support for professional students through tutor support during module delivery and departmental support for the programme.

Each student will be allocated a personal tutor to advise them about their options in terms of progression throughout the programme. This advice will be initiated at interview and will then be available from the programme leader, throughout the period of study.

The teaching and learning strategy embraced by the BSc (Hons) Professional Practice derives from the University's mission to provide an educational environment dedicated to lifelong learning, and enhance the employability of its graduates. The curriculum combines a strong research element with practice focused modules improving the students' knowledge and skills in both the ability to undertake research activity and individual understanding of how this informs the delivery of evidence based practice in health and social care environments. Each constituent module within the programme is vocational in nature and engages the learner in terms of enhancing their practice whilst equipping them with the capacity to critically reflect upon practice as part of service enhancement strategies. Central to the notion of the modern professional is that of the Reflective Practitioner and accordingly the programme encourages reflection in and on experience. The Programme enables students to apply and evaluate theoretical principles to relevant professional practice contexts within academic sessions. The reflective process promotes the acquisition of the higher order cognitive skills and encourages not only the consolidation of knowledge but the opportunities for the emergence of new knowledge. It is a process through which attitudes can be explored to facilitate the personal and inter-professional development of students. Assessment strategies reflect the learning outcomes, making a positive contribution to the students' learning experience. Assessment may be both formative and summative. Feedback on all assessment activities is provided for student development and progression. Methods of assessment focus on both knowledge and skills, and enable students to demonstrate their level of attainment of subject-specific and generic knowledge, understanding and skills.

The module team will use the university's Blackboard e - learning platform to facilitate discussion groups, learning sets, and to promote self directed learning via the repository of handouts, lecture notes, written materials and links to other sources. Although students within the programme framework will undertake a range of different modules, the Programme delivery team will endeavour to ensure an equity of student experience, by virtue of the following:

- All modules will be delivered in an adult learning, student centred manner;
- The learning on all modules will be supported by a minimum standard protocol in terms of Blackboard usage: communication systems, information sharing, learning materials, electronic submission of assessed work (whenever feasible), standardised assessment and feedback processes, and module evaluation.
- Assessment processes, whilst different and tailored to the learning requirements of each subject area, are nevertheless proportionate and equitable in terms of learning commitment time and assessed output

Workplace mentors are a valuable resource in the practice setting, assisting with and assessing the achievement of competencies and learning outcomes. In some modules of the BSc (Hons)

professional Practice, mentors are utilised to support students in their practice setting. These mentors will all have a professionally recognised teaching qualification and have undertaken a recognised mentorship programme; many will have completed the actual course they are mentoring the student for. Mentors are professionally updated as part of their Continuing Professional development plan and mentors supporting students in professionally validated courses such as the module Supporting learning and Assessment in Practice, are centrally managed and maintained on a register within the a collaborative learning department of the local health partnership.

5.2. Assessment Strategy

The award will be assessed through a combination of course work and examinations and these depend on which modules are undertaken as part of the award. The module team is committed to using the university's Blackboard as an assessment tool and as assistance to assessment, and to utilise it where appropriate. The module team will continue to utilise a variety of assessment methods, designed to bring out the relative strengths of all members of the student cohort and maximise their learning.

The Programme will utilise the following range of assessment tools:

- Essays
- Critique
- Examinations
- Objective structured clinical examination (OSCE)
- Portfolio development and clinical competency indicators
- Poster presentations
- Case study
- Case presentations
- Reflective logs
- Work book completion
- Research Proposals
- Dissertation

6. Programme Structure

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 120.

Level 3

Title	Credit Rating	Core / Optional
Foundations in Critical Care 2018-19	30	Optional
Delivering Contemporary Critical Care 2018-19	30	Optional
A Multi Professional Approach to Diabetes Care 2018-19	30	Optional
Practice Certificate in Non Medical Prescribing 2018-19	45	Optional
Introduction to Cognitive and Behavioural Approaches in Mental Health Care 2018-19	15	Optional
People, Personality and Disorder in Mental Health Care (L3) 2018-19	15	Optional
A Comprehensive Approach to History Taking and Physical Assessment 2018-19	30	Optional
Foundations in Contemporary Emergency Care Practice 2018-19	60	Optional
Enhanced Practice in Acute Mental Health Care (L3) 2018-19	30	Optional
Infection Control for Clinical Practice 2018-19	15	Optional
Essential Principles in Palliative and End of Life Care 2018-19	45	Optional
Supporting Learning and Assessment in Practice (Level 6) 2018-19	15	Optional
Evidence Informed Practice 2018-19	15	Core
Enabling Service Transformation, Integration and Change 2018-19	30	Core
Older Adult Mental Health Level 6 2018-19	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 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
A Comprehensive Approach to History Taking and Physical Assessment 2018-19	<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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A Multi Professional Approach to Diabetes Care 2018-19	<input checked="" 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delivering Contemporary Critical Care 2018-19	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>
Enabling Service Transformation, Integration and Change 2018-19	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced Practice in Acute Mental Health Care (L3) 2018-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>
Essential Principles in Palliative and End of Life Care 2018-19	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evidence Informed Practice 2018-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
Foundations in Contemporary Emergency Care Practice 2018-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Foundations in Critical Care 2018-19	<input type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Infection Control for Clinical Practice 2018-19	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
Introduction to Cognitive and Behavioural Approaches in Mental Health Care 2018-19	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older Adult Mental Health Level 6 2018-19	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People, Personality and Disorder in Mental Health Care (L3) 2018-19	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Certificate in Non Medical	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Appendix II - Assessment Map

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

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
A Comprehensive Approach to History Taking and Physical Assessment 2018-19												30
A Multi Professional Approach to Diabetes Care 2018-19								50		25		25
Delivering Contemporary Critical Care 2018-19												
Enabling Service Transformation, Integration and Change 2018-19										100		
Enhanced Practice in Acute Mental Health Care (L3) 2018-19						100						
Essential Principles in Palliative and End of Life Care 2018-19												
Evidence Informed Practice 2018-19										100		
Foundations in Contemporary Emergency Care Practice 2018-19												50
Foundations in Critical Care 2018-19												
Infection Control for Clinical Practice 2018-19												100
Introduction to Cognitive and Behavioural Approaches in Mental Health Care 2018-19										100		
Older Adult Mental Health Level 6 2018-19										100		
People, Personality and Disorder in Mental Health Care (L3) 2018-19												100
Practice Certificate in Non Medical Prescribing 2018-19								20				30
Supporting Learning and Assessment in		100										

Practice (Level 6) 2018-19													
	13	14	15	16	17	18	19	20	21	22	23	24	
A Comprehensive Approach to History Taking and Physical Assessment 2018-19												70	
A Multi Professional Approach to Diabetes Care 2018-19													
Delivering Contemporary Critical Care 2018-19													
Enabling Service Transformation, Integration and Change 2018-19													
Enhanced Practice in Acute Mental Health Care (L3) 2018-19													
Essential Principles in Palliative and End of Life Care 2018-19								100					
Evidence Informed Practice 2018-19													
Foundations in Contemporary Emergency Care Practice 2018-19						25							
Foundations in Critical Care 2018-19				100									
Infection Control for Clinical Practice 2018-19													
Introduction to Cognitive and Behavioural Approaches in Mental Health Care 2018-19													
Older Adult Mental Health Level 6 2018-19													
People, Personality and Disorder in Mental Health Care (L3) 2018-19													
Practice Certificate in Non Medical Prescribing 2018-19						20		20				10	
Supporting Learning and Assessment in Practice (Level 6) 2018-19													
	25	26	27	28	29	30	31	32	33	34	35	36	
A Comprehensive Approach to History Taking and Physical Assessment 2018-19													

A Multi Professional Approach to Diabetes Care 2018-19												
Delivering Contemporary Critical Care 2018-19				100								
Enabling Service Transformation, Integration and Change 2018-19												
Enhanced Practice in Acute Mental Health Care (L3) 2018-19												
Essential Principles in Palliative and End of Life Care 2018-19												
Evidence Informed Practice 2018-19												
Foundations in Contemporary Emergency Care Practice 2018-19		25										
Foundations in Critical Care 2018-19												
Infection Control for Clinical Practice 2018-19												
Introduction to Cognitive and Behavioural Approaches in Mental Health Care 2018-19												
Older Adult Mental Health Level 6 2018-19												
People, Personality and Disorder in Mental Health Care (L3) 2018-19												
Practice Certificate in Non Medical Prescribing 2018-19												
Supporting Learning and Assessment in Practice (Level 6) 2018-19												
	37	38	39	40	41	42	43	44	45	46	47	48
A Comprehensive Approach to History Taking and Physical Assessment 2018-19												
A Multi Professional Approach to Diabetes Care 2018-19												
Delivering Contemporary Critical Care 2018-19												
Enabling Service Transformation, Integration												

Foundations in Critical Care 2018-19						
Infection Control for Clinical Practice 2018-19						
Introduction to Cognitive and Behavioural Approaches in Mental Health Care 2018-19						
Older Adult Mental Health Level 6 2018-19						
People, Personality and Disorder in Mental Health Care (L3) 2018-19						
Practice Certificate in Non Medical Prescribing 2018-19						
Supporting Learning and Assessment in Practice (Level 6) 2018-19						

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									
PO8									

	Health10	Health11	Health12	Health13	Health14	Health15	Health16	Health17	Health18
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									

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

PO6									
PO7									
PO8									

	Health28	Health29	Health30	Health31	Health32	Health33	Health34	Health35	Health36
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									

	Health37	Health38	Health39	Health40	Health41	Health42	Health43	Health44	Health45
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									

								Health46	Health47
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									

Subject Specific Intellectual Skills

	Health01	Health02	Health03	Health04	Health05	Health06	Health07	Health08	Health09
PO9									
PO10									
PO11									
PO12									

	Health10	Health11	Health12	Health13	Health14	Health15	Health16	Health17	Health18
PO9									
PO10									
PO11									
PO12									

	Health19	Health20	Health21	Health22	Health23	Health24	Health25	Health26	Health27
PO9									
PO10									
PO11									
PO12									

	Health28	Health29	Health30	Health31	Health32	Health33	Health34	Health35	Health36
PO9									
PO10									
PO11									
PO12									

	Health37	Health38	Health39	Health40	Health41	Health42	Health43	Health44	Health45
PO9									
PO10									
PO11									

PO13

PO14

Transferable Skills and Attributes

	Health01	Health02	Health03	Health04	Health05	Health06	Health07	Health08	Health09
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Health10	Health11	Health12	Health13	Health14	Health15	Health16	Health17	Health18
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Health19	Health20	Health21	Health22	Health23	Health24	Health25	Health26	Health27
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Health28	Health29	Health30	Health31	Health32	Health33	Health34	Health35	Health36
PO15									

PO16									
PO17									
PO18									
PO19									
PO20									

	Health37	Health38	Health39	Health40	Health41	Health42	Health43	Health44	Health45
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Health46	Health47
PO15		
PO16		
PO17		
PO18		
PO19		
PO20		

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...*