**University of Huddersfield**

**Programme Specification**

## This document does not form part of the student contract

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| --- | --- | --- |
| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution** | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health Sciences  Department of Behavioural Sciences |
| **4.** | **Course accredited by** | N/A |
| **5.** | **Mode of Delivery** | Full time |
| **6.** | **Final Award** | MSci  BSc |
| **7.** | **Course Title** | Health and Social Care |
| **8.** | **UCAS Code** |  |
| **9.** | **Subject benchmark statement** | QAA Health studies (2016)  National Occupational Standards for Health and Social Care |
| **10.** | **Date of Programme Specification Approval** |  |

**11. Educational Aims of the Course**

Health and Social Care is a single course with two routes designed to meet the needs of students who want to undertake either a three year BSc or a four year MSci in the subject area. It has been developed to focus on the needs and care of the individual and groups in a variety of community and institutional settings and is in response to the changing political landscape of health and social care delivery.

Health and Social Care is the largest sector in the UK, currently employing over four million workers and it is anticipated that a further two million people will be recruited before 2022.

This validation event is to ensure that the University of Huddersfield responds to the current political agenda in health and social care development, responding to the opportunities and challenges of structural reform in service delivery and a growing and aging population.According to UK Government statistics (2015) between 2015 and 2020, over a period when the general population is expected to rise 3%, the numbers aged over 65 are expected to increase by 12% (1.1 million); the numbers aged over 85 by 18% (300,000); and the number of centenarians by 40% (7,000).

The provision of a course specific to Health and Social Care is timely as it reflects the UK Government’s commitment for the NHS and local government to work more closely together around people, placing their wellbeing as the focus of health and care services, and shifting resources into social care and community services for the benefit of the people, communities and health and care systems.

This values based degree will focus on the understanding and delivery of integrated care and support in statutory, voluntary and independent sectors. The emphasis is to develop intellectual knowledge and skills necessary to meet the complex needs of vulnerable individuals and groups in society.

The main aims of the course are to:

### 11.1 Provide a supportive environment in which knowledge, skills, understanding & attitudes can be developed. Offer a high quality educational experience that supports the development of the characteristics associated with a masters graduate, (motivated, self-sufficient, able to work with others, reliable, flexible, seeks to improve own learning, asks questions/challenges /looks for evidence, self-aware and knows limits of own competence).

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### 11.2 Enable students to develop a range of generic and transferable skills applicable to their present and/or future careers and their own personal development.

### 11.3 Equip students with an eclectic framework of underpinning knowledge and an understanding of evaluation and research methods relevant to health and social care work.

**11.4** Provide opportunities for in-depth reflection and critical analysis of important developments and advances in health and social care and the changing context in which all professions relevant to the delivery of health and social care operate.

### 11.5 Prepare students to enter careers that enhance the lives of the population at an individual and/or community level.

### 11.6 Provide students with an opportunity to explore the factors that bring about change to individuals and communities (local, national and international).

### 11.7 Enable students to develop critical awareness and skills related to the theory and practice of health and social care.

**11.8** Develop students’ knowledge and theoretical understanding of work-related legal and ethical issues.

**11.9** Provide students with relevant work experience and the opportunity to examine the contributions that some organisations make to improve the lives of individuals, families and groups.

**11.10** To promote equal opportunities, anti-oppressive, anti-discrimination and collaborative approaches with service users and carers in professional practice.

**11.11** To develop a critical understanding of international and global dimensions of health and social policy.

**11.12** To develop knowledge, skills and values which will enhance competence in health and social care leadership.

**12. Intended Learning Outcomes**

**MSci Health and Social Care**

**12.1** The learning outcomes for this degree have been underpinned by the Quality Assurance Agency for Higher Education subject benchmark statements for Health Studies (2016).

Appropriate Health and Social Care National Occupational Standards (2011/12) have been used to underpin the learning outcomes and they have also been mapped against the learning outcomes.

# 12.2 The course provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes, and transferable skills from national and international perspectives in the following areas:

On completion of the course, students will be able to:

***Knowledge and Understanding***

### Demonstrate knowledge and understanding of the conceptual frameworks, principles and values of health and social care practice;

### Demonstrate an understanding of the importance and role of self-development, life-long learning, core skills, working with others and self and team management/leadership;

### Demonstrate a critical understanding of process and systems for delivery of care and care management;

### Adopt a questioning approach to the understanding of social justice, equality, inclusion and mutual respect;

### Appreciate the significance of communication and interpersonal skills;

### Demonstrate a critical understanding of research and evaluation techniques relevant to the study of health and social care;

### Demonstrate a critical realisation of the breadth of health and social care values and processes;

### Demonstrate an evaluative appreciation of the diverse and complex nature of individuals and groups;

### Demonstrate a critical awareness of current health and social issues and priorities at a local, national and international level;

### Adopt an analytical approach to the examination of local, national and international/global health and social care related policies and practices;

1. Demonstrate a critical awareness of a range of contemporary social theories in relation to current changes in health and social care.

***Skills and Other Attributes (practical)***

1. Develop and sustain relationships with individuals, groups and organisations;
2. Identify leadership skills in practice;
3. Be critically aware of the impact their own values may have on practice with different groups of service users and carers;
4. Engage in appropriate activities to improve the quality of the lives of individuals and groups on an individual, community and societal level;
5. Support and develop effective and efficient collaborative working;
6. Apply different models and theories of health and social care practice;
7. Evaluate and reflect upon own professional practice;
8. Demonstrates ethical professional competence and integrity.

***Transferable/Key Skills***

### Demonstrate, reflect on and evaluate their personal development, core/transferable skills, core values and work related experiences;

### Recognise, accept and support diversity;

### Develop and maintain an appropriate role within a ‘work-based’ organisation showing an appreciation of rights and responsibilities;

### Evaluate personal and organisational contributions to health and social care issues;

### Critically review and evaluate literature related to health and social care issues;

### Effectively communicate with a wide range of appropriate stakeholders;

### Analyse, synthesise and apply knowledge, skills and values to a range of health and social care issues

**BSc (Hons) Health and Social Care**

The learning outcomes for this degree have been underpinned by the Quality Assurance Agency for Higher Education subject benchmark statements for Health Studies (2016). Appropriate Health and Social Care National Occupational Standards (2011/12) have been used to underpin the learning outcomes and they have also been mapped against the learning outcomes.

# The course provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes, and transferable skills from national and international perspectives in the following areas:

On completion of the course, students will be able to:

***Knowledge and Understanding***

### Demonstrate knowledge and understanding of the conceptual frameworks, principles and values of health and social care practice;

### Demonstrate an understanding of the importance and role of self-development, life-long learning, core skills, working with others and self and team management/leadership;

### Demonstrate a critical understanding of process and systems for delivery of care and care management;

### Adopt a questioning approach to the understanding of social justice, equality, inclusion and mutual respect;

### Appreciate the significance of communication and interpersonal skills;

### Demonstrate a critical understanding of research and evaluation techniques relevant to the study of health and social care;

### Demonstrate a critical realisation of the breadth of health and social care values and processes;

### Demonstrate an evaluative appreciation of the diverse and complex nature of individuals and groups;

### Demonstrate a critical awareness of current health and social issues and priorities at a local, national and international level;

### Adopt an analytical approach to the examination of local, national and international/global health and social care related policies and practices;

1. Demonstrate a critical awareness of a range of contemporary social theories in relation to current changes in health and social care.

***Skills and Other Attributes (practical)***

1. Identify relationships with individuals, groups and organisations;
2. Identify leadership skills in practice;
3. Be aware of the impact their own values may have on practice with different groups of service users and carers;
4. Engage in appropriate activities to improve the quality of the lives of individuals and groups on an individual, community and societal level;
5. Support and develop effective and efficient collaborative working;
6. Critically evaluate different models and theories of health and social care practice;
7. Evaluate and reflect upon own professional practice;
8. Understand ethical professional competence and integrity.

***Transferable/Key Skills***

### Demonstrate, reflect on and evaluate their personal development, core/transferable skills, core

values and work related experiences;

### Recognise, accept and support diversity;

### Develop and maintain an appropriate role within a ‘work-based’ organisation showing an

appreciation of rights and responsibilities;

### Evaluate personal and organisational contributions to health and social care issues;

### Critically review and evaluate literature related to health and social care issues;

### Effectively communicate with a range of appropriate stakeholders;

### Analyse and apply knowledge, skills and values to a range of health and social care issues.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

**MSci Health and Social Care**

**13.1** The Course is designed as a full-time, four-year integrated Masters programme.

**13.2** The course is designed with coherent exit qualifications as follows:

* + Cert HE Health and Social Care (120 Foundation Level Credits).
  + Dip HE Health and Health and Social Care (120 Foundation level credits + 120 Intermediate level credits).
  + BSc Health and Social Care (120 Foundation Level Credits + 120 Intermediate level credits and 60 Honours level credits).
  + BSc (Hons) Health and Social Care (120 Foundation Level Credits + 120 Intermediate level credits and 120 Honours level credits).
  + M Health and Social Care (120 Foundation level credits + 120 Intermediate level credits + 120 Honours level credits and 120 Masters level credits).

Modules are taken as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Code | Modules | Core/Compulsory | Credit | Award |
| 1 | HFS2003 | \*Understanding Health and Social Care | Compulsory | 40 |  |
| 1 | HFS2000 | \* Introduction to Law and Social Policy | Compulsory | 40 |  |
| 1 | HFS1002 | \* Social Science and Professional Practice | Core | 20 |  |
| 1 | HFS2004 | \* Working with Service Users and Carers | Core | 20 |  |
|  |  | Total |  | 120 | **Cert HE Health and Social Care** |
| 2 | HIS2003 | \*Leadership in Health and Community Settings | Core | 20 |  |
| 2 | HIC1000 | \* Research Methods and Skills | Core | 20 |  |
| 2 | HIS2004 | \* Assessing Community Needs and Developing Resources | Compulsory | 40 |  |
| 2 | HIS2005 | \* Social Care Interventions | Compulsory | 40 |  |
|  |  | Total |  | 240 | **Dip HE Health and Social Care** |
| 3 | HHC2003 | \*International Health and Social Development | Core | 20 |  |
| 3 | HHS2005 | \*Work Placement and Reflection | Compulsory | 40 |  |
| 3 | HHS2004 | \*Assessment and Care Planning | Compulsory | 40 |  |
| 3 | HHS2006  HHS2007  HHC2002 | Option: Either  \*Think Family and Strength Approaches  or  \*Applied Law  or  \*Social Policy and Community Development | Core | 20 |  |
|  |  |  |  |  | **BSc Health and Social Care (any 60H of 120H credits)** |
|  |  | Total |  | 360 | **BSc (Hons) Health and Social Care** |
| 4 | HMS1065 | International Perspectives in Health and Social Care | Compulsory | 15 |  |
| 4 | HMS2013 | Leadership Skills | Compulsory | 30 |  |
| 4 | HMS2012 | Literature Review | Compulsory | 45 |  |
| 4 | HMS2011 | Counselling, Mentoring and Coaching | Compulsory | 30 | **MSci Health and Social Care** |

***Full Time***

**\* = modules shared with BSc (Hons) Health and Social Care**

**BSc (Hons) Health and Social Care**

**13.3** The Course is designed as a full-time, three year BSc programme.

**13.4** The course is designed with coherent exit qualifications as follows:

* + Cert HE Health and Social Care (120 Foundation Level Credits).
  + Dip HE Health and Health and Social Care (120 Foundation level credits + 120 Intermediate level credits).
  + BSc Health and Social Care (120 Foundation Level Credits + 120 Intermediate level credits and 60 Honours level credits).
  + BSc (Hons) Health and Social Care (120 Foundation Level Credits + 120 Intermediate level credits and 120 Honours level credits).

Modules are taken as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Code | Modules | Core/ Compulsory | Credit | Award |
| 1 | HFS2003 | \*Understanding Health and Social Care | Compulsory | 40 |  |
| 1 | HFS2000 | \* Introduction to Law and Social Policy | Compulsory | 40 |  |
| 1 | HFS1002 | \* Social Science and Professional Practice | Core | 20 |  |
| 1 | HFS2004 | \* Working with Service Users and Carers | Core | 20 |  |
|  |  | Total |  | 120 | **Cert HE Health and Social Care** |
| 2 | HIS2003 | \*Leadership in Health and Community Settings | Core | 20 |  |
| 2 | HIC1000 | \* Research Methods and Skills | Core | 20 |  |
| 2 | HIS2004 | \* Assessing Community Needs and Developing Resources | Compulsory | 40 |  |
| 2 | HIS2005 | \* Social Care Interventions | Compulsory | 40 |  |
|  |  | Total |  | 240 | **Dip HE Health and Social Care** |
| 3 | HHC2003 | \*International Health and Social Development | Core | 20 |  |
| 3 | HHS2005 | \*Work Placement and Reflection | Compulsory | 40 |  |
| 3 | HHS2004 | \*Assessment and Care Planning | Compulsory | 40 |  |
| 3 | HHS2006  HHS2007  HHC2002 | Option: Either  \*Think Family and Strength Approaches  or  \*Applied Law  Or  \*Social Policy and Community Development | Core | 20 |  |
|  |  |  |  |  | **BSc Health and Social Care (any 60H of 120H credits)** |
|  |  | Total |  | 360 | **BSc (Hons) Health and Social Care** |

***Full Time***

**\* = modules shared with MSci Health and Social Care**

**13.5 Progression requirements & exit points**

Exit points at certificate, diploma, ordinary degree and honours and masters have been identified. Each exit level will provide a coherent qualification that will support employment opportunities in relevant fields.

13.5.1 **Year 1:**

In order to progress into the second year of the course students should usually pass with a mark of at least 40% for all modules. In exceptional circumstances and with the approval of the CAB, students may trail one 20 credit module.

Students can exit with a Certificate of Higher Education Health and Social Care upon successful completion of 120 credits.

13.5.2 **Year 2:**

In order to progress into the third year of the course students should usually pass with a mark of at least 40% for all modules. In exceptional circumstances and with the approval of the CAB, students may trail one 20 credit module.

Students can exit with a Diploma of Higher Education Health and Social Care upon successful completion of 240 credits.

13.5.3 **Year 3:**

In order to progress into the third year of the course students should usually pass with a mark of at least 40% for all modules. In exceptional circumstances and with the approval of the CAB, students may trail one 20 credit module.

Students can exit with a BSc Health and Social Care upon successful completion of 300 credits or a BSc (Hons) Health and Social Care upon successful completion of 360 credits.

13.5.4 **Year 4** (MSci Health and Social Care)

To be able to progress to Year 4, students must achieve a minimum average mark of 50% in both intermediate and honours level modules

**13.6 Degree Classification and calculation** – please refer to the latest guidelines available on the registry website

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**13.7 Attendance**

All students are expected to attend all timetabled teaching sessions and to be available during all term time weeks as per University of Huddersfield Attendance Monitoring Policy .

**14. Teaching, Learning and Assessment**

**14.1** Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression in the health and social care professions. They aim to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways.

**14.2** Learning and teaching is delivered through tutorials, seminars, group work, practical experience, lectures and e-based learning. Student-centred learning is used where appropriate and its role generally increases throughout the course. Modules are designed to embed transferable skills and to allow students to progressively increase their knowledge and confidence. In line with the QAA guidance for Masters level programs students will be supported to develop the skills needed to exercise independent learning so that they are equipped for continuing professional development. Students will be given a degree of choice in learning delivery and assessment to encourage them to have greater engagement with and control over their learning. Learning will be structured to encourage independent and advanced scholarship.

**14.3** All modules are supported by digital resources in the virtual learning environment – Unilearn.

**14.3** Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment is a combination of coursework, presentations, practice based learning and classroom based tests. The nature of the assessment varies from module to module, and mirrors the modes of communication expected of graduates in this field e.g. report writing, presentations, and case studies and use of digital technologies.

**14.4** Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001) From September 2005 it has been a QAA requirement that all students have access to PDP. PDP enables the student to develop and awareness of their strengths and weaknesses, construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP is introduced to students at the commencement of the course and is normally supported through the personal tutor system and in specific modules (HFS2003, HIS2003, HHS2005 and HMS2013 (MSci only)). In year 3 students undertake a work placement which enables them to blend their academic and personal development to an area of work. Dedicated support is given at School level by the Careers Service to aid students in preparing for employment

**14.5** The School of Human and Health Sciences uses Turnitin® via the virtual learning environment (VLE) for the submission of coursework to help both students and staff ensure and protect the originality of work submitted for assessment.

**14.6** Programme activity encourages the student voice engaging with and enhancing the learning experience.

**15. Support for Students and their Learning**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

15.2.1 Central to the provision of student support are **Student Services**. The range of services they offer include:

## Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [Wellbeing events](http://www.hud.ac.uk/wellbeing/wellbeingeventsprogramme/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)

**Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of student services can be found on their website at: http://www.hud.ac.uk/student-services/

15.2.2 **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on their website at:

<http://www.hud.ac.uk/students/finance>

15.2.3 **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at: <http://www.hud.ac.uk/students/it/>

15.2.4 **Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

**15.3 School Level**

* + 1. The School of Human and Health Sciences provides additional student support using a variety of approaches:

15.3.2 **The Academic Skills Development Team** in the School of Human and Health Sciences provides support, development and encouragement for students at all levels with help on a range of academic skills areas. Further information on the services provided can be found on the School pages in Unilearn in Shum Quick Links

15.3.3 Finally the School has a **Student Support Centre** with a **Student Support Officer.** The Student Support Centre provides a drop in service for all students in the School. They are based in Harold Wilson Building, Ground Floor, Room 24 and are open on Monday to Friday from 9am to 4pm. They offer the following services:

* Printing
* Binding
* Technical Support
* International Student Support
* Independent Services
* Confidential Advice
* Booking for academic staff appointments.

No appointment is necessary for the Student Support Centre and they can be contacted on 01484 473092 or by email at: [hhsstudentsupport@hud.ac.uk](mailto:hhsstudentsupport@hud.ac.uk)

**15.4 Course Level**

At course level support is provided by:

* + 1. **Personal Tutor**

The University has implemented a personal tutor system. This system aims to both improve the student experience of learning and teaching, and increase student retention and achievement rates. Specifically personal tutors:

* Provide a personal contact for the student within the University and the School.
* Act as a liaison between the student and course leaders to seek any improvements required
* Offer guidance, assistance and support in managing the students’ academic experience
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes.
* Work with students to review and reflect upon their own progress and if necessary on ways to improve it.
* Take part in supportive training events.
  + 1. **Module Leader**

The module leader is responsible for teaching, learning and assessment of the modules within this course.

* + 1. **Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

* + 1. **Year Leader**

The year leader is responsible for a management of a particular year of a course.

**16. Criteria for Admission**

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. For international students the English Language Requirements can be found at

<http://www.hud.ac.uk/international>

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link: <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.3** Further information related to the School APL process can be found on the School pages in Unilearn.

**16.4 The University’s general minimum entry requirements are specified in the ‘Regulations for Awards** which can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.5** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. All candidates are selected through interview and throughout the interview must show an ability to communicate well in spoken English. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at:

<http://www.hud.ac.uk/disability-services/>

**16.6 T**he specific entry requirements and admission criteria for this course are available on the University website.

**16.7** In order to prepare for the compulsory work placement in year 3,students are required to undertake a Disclosure and Barring Service (DBS) check during the second year of the course. Whilst a clear DBS return is not a pre requisite for entry to the course it must be noted that placement opportunities may be severely curtailed if a DBS check were to return any issues. Since the placement is a required element of the course, progression may be jeopardised by any problems with DBS checks.

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s ;Quality Assurance Procedures for Taught Courses which can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/qa>

**17.2** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system see further information at: .

<http://www.huddersfield.su/courserephub>

**17.3** Within the School students are represented at committee level from Student Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations.

**17.4** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the ‘Regulations for Awards’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

and the ‘Students’ Handbook of Regulations’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>

**19. Indicators of Quality and Standards**

**19.1** This programme specification provides a concise summary of the main features of the course 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 and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**19.2** The outcome of the most recent institutional audit can be found at:

<http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-Huddersfield-10.aspx>

**19.3** The independent review of quality of health provision in the School jointly undertaken by QAA and the Department of Health in December 2005 concluded that there was confidence in all disciplines, with commendations for learning and teaching, and for student progression. In particular the reviewers were very impressed with the relationship between the University and the NHS.

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| **Appendix 1** | Mapping of course learning outcomes to modules |
| **Appendix 2** | Mapping of course learning outcomes to QAA Subject benchmark statements |
| **Appendix 3** | Mapping of modules to QAA Subject benchmark statements |
| **Appendix 4** | Mapping of modules to relevant National Occupational Standards for Health and Social Care |
| **Appendix 5** | Mapping of PDP across the courses |
| **Appendix 6** | Summative Assessment Schedule |

**APPENDICES**

**Appendix 1**

**Course Learning Outcomes Mapped to Course Modules**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes**  **Knowledge and Understanding** | HFS2003 Understanding Health and Social Care | HFS2000 Introduction to Law and Social Policy | HFS1002 Social Sciences and Professional Practice | HFS2004 Working with Service Users and Carers | HIS2003 Leadership in Health and Community Settings | HIC1000 Research Methods and Skills | HIS2004 Assessing Community Needs and Resources | HIS2005 Social Care Interventions | HHC2003 International Health and Social Development | HHS2004 Assessment and Care Planning | HHS2005 Work Placement and Reflection | HHS2006 Think Family and Strength Based Working | HHS2007 Applied Law | **HHC 2002 Social Policy and Community Development** | **MSci Only** | HMS1065 International Perspectives in Health and Social Care | HMS2011 Counselling, Mentoring and Coaching | HMS2013 Leadership Skills | HMS2012 Literature Review |
| Demonstrate knowledge and understanding of the conceptual frameworks, principles and values of health and social care practice; | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  | 🗸 |  |
| Demonstrate an understanding of the importance and role of self-development, life-long learning, core skills, working with others and self and team management/leadership; | 🗸 |  |  |  | 🗸 |  |  |  |  |  | 🗸 | 🗸 |  | 🗸 |  |  | 🗸 |  |
| Demonstrate a critical understanding of process and systems for delivery of care and care management; |  |  |  |  | 🗸 |  |  | 🗸 |  |  | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |  |
| Adopt a questioning approach to the understanding of social justice, equality, inclusion and mutual respect; | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  |
| Appreciate the significance of communication and interpersonal skills; | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  |
| Demonstrate a critical understanding of research and evaluation techniques relevant to the study of health and social care. |  |  |  |  |  | 🗸 |  |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 | 🗸 |
| Demonstrate a critical realisation of the breadth of health and social care values and processes |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 |  | 🗸 | 🗸 |  |  | 🗸 |  |

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| **Learning Outcomes**  **Knowledge and Understanding** | HFS2003 Understanding Health and Social Care | HFS2000 Introduction to Law and Social Policy | HFS1002 Social Sciences and Professional Practice | HFS2004 Working with Service Users and Carers | HIS2003 Leadership in Health and Community Settings | HIC1000 Research Methods and Skills | HIS2004 Assessing Community Needs and Resources | HIS2005 Social Care Interventions | HHC2003 International Health and Social Development | HHS2004 Assessment and Care Planning | HHS2005 Work Placement and Reflection | HHS2006 Think Family and Strength Based Working | HHS2007 Applied Law | **HHC 2002 Social Policy and Community Development** | **MSci Only** | HMS1065 International Perspectives in Health and Social Care | HMS2011 Counselling, Mentoring and Coaching | HMS2013 Leadership Skills | HMS2012 Literature Review |
| Demonstrate an evaluative appreciation of the diverse and complex nature of individuals and groups; | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |  |
| Demonstrate a critical awareness of current health and social issues and priorities at a local, national and international level; |  |  |  |  |  |  |  |  | 🗸 |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  |
| Adopt an analytical approach to the examination of local, national and international/global health and social care related policies and practices; |  |  |  |  | 🗸 | 🗸 |  | 🗸 |  | 🗸 |  |  | 🗸 | 🗸 |  |  | 🗸 | 🗸 |
| Demonstrate a critical awareness of a range of contemporary social theories in relation to current changes in health and social care. |  |  |  |  |  |  |  | 🗸 |  | 🗸 |  |  |  | 🗸 |  |  | 🗸 |  |
| **Skills and Other Attributes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop and sustain relationships with individuals, groups and organisations |  |  | 🗸 | 🗸 |  |  |  |  |  |  | 🗸 | 🗸 |  |  |  |  |  |  |
| Identify leadership skills in practice. |  |  |  |  |  |  |  |  |  |  | 🗸 | 🗸 |  |  |  |  |  |  |
| Be critically aware of the impact their own values may have on practice with different groups of service users and carers. | 🗸 |  | 🗸 | 🗸 |  |  | 🗸 | 🗸 |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  |  |
| Engage in appropriate activities to improve the quality of the lives of individuals and groups on an individual, community and societal level |  | 🗸 |  |  |  |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  |

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| **Skills and Other Attributes** | HFS2003 Understanding Health and Social Care | HFS2000 Introduction to Law and Social Policy | HFS1002 Social Sciences and Professional Practice | HFS2004 Working with Service Users and Carers | HIS2003 Leadership in Health and Community Settings | HIC1000 Research Methods and Skills | HIS2004 Assessing Community Needs and Resources | HIS2005 Social Care Interventions | HHC2003 International Health and Social Development | HHS2004 Assessment and Care Planning | HHS2005 Work Placement and Reflection | HHS2006 Think Family and Strength Based Working | HHS2007 Applied Law | **HHC 2002 Social Policy and Community Development** | **MSci Only** | HMS1065 International Perspectives in Health and Social Care | HMS2011 Counselling, Mentoring and Coaching | HMS2013 Leadership Skills | HMS2012 Literature Review |
| Apply different models and theories of health and social care practice; | 🗸 | 🗸 | 🗸 |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  | 🗸 |  |
| Evaluate and reflect upon own professional practice; | 🗸 |  |  |  |  |  |  |  |  |  | 🗸 | 🗸 |  |  |  | 🗸 |  |  |
| Demonstrates ethical professional competence and integrity. |  |  |  |  |  |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Transferable / Key Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate, reflect on and evaluate their personal development, core/transferable skills, core values and work related experiences; | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  |
| Recognise, accept and support diversity; | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  |
| Develop and maintain an appropriate role within a ‘work-based’ organisation showing an appreciation of rights and responsibilities; |  | 🗸 |  |  |  |  |  |  |  |  | 🗸 |  | 🗸 |  |  |  |  |  |
| Evaluate personal and organisational contributions to health and social care issues; | 🗸 |  | 🗸 | 🗸 |  |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 |  |  | 🗸 |  |
| Critically review and evaluate literature related to health and social care issues; |  |  |  |  |  | 🗸 |  |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |
| Effectively communicate with a wide range of appropriate stakeholders; |  | 🗸 |  | 🗸 |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  | 🗸 | 🗸 |  |
| Analyse, synthesise and apply knowledge, skills and values to a range of health and social care issues |  |  |  |  |  |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  |

**Appendix 2**

**QAA Benchmark Standards (Health Studies 2016) Mapped to Course Learning Outcomes – MSci and BSc (Hons) Health and Social Care**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Demonstrate knowledge and understanding of the conceptual frameworks, principles  and values of health and social care practice | Demonstrate an understanding of the importance and role of self-development, life-long learning, core skills, working with others and self and team management/leadership; | Demonstrate a critical understanding of process and systems for delivery of care and care management. | Adopt a questioning approach to the understanding of social justice, equality, inclusion and mutual respect; | Appreciate the significance of communication and interpersonal skills | Demonstrate a critical understanding of research and evaluation techniques relevant to the study of health and social care | Demonstrate a critical realisation of the breadth of health and social care values and processes | Demonstrate an evaluative appreciation of the diverse and complex nature of individuals and groups; | Demonstrate a critical awareness of current health and social issues and priorities at a local, national and international level; | Adopt an analytical approach to the examination of local, national and international/global health and social care related policies and practices; | Demonstrate a critical awareness of a range of contemporary social theories in relation to current changes in health and social care |
| Demonstrate a comprehensive knowledge base as outlined in Section 3 in selected subject areas that inform health and physical and mental well-being |  |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Demonstrate a comprehensive grasp of the scope and breadth of the subject | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Critically analyse the contested nature of health using a wide range of perspectives |  |  |  |  |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 |
| Use knowledge of the multidisciplinary nature of Health Studies to analyse health and health issues at personal, national and global levels |  |  |  |  |  |  |  |  | 🗸 | 🗸 |  |
| Use research findings in a critical and evaluative way to demonstrate the development of Health Studies as a subject discipline |  |  |  |  |  | 🗸 | 🗸 |  |  |  |  |
| Show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them |  |  |  |  |  |  |  | 🗸 | 🗸 |  | 🗸 |
| Critically analyse contemporary issues at the forefront of health and physical and mental well-being |  |  |  |  |  |  |  | 🗸 | 🗸 |  | 🗸 |

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| **Appendix 2 Cont’d** | Demonstrate knowledge and understanding of the conceptual frameworks, principles and values of health and social care practice; | Demonstrate an understanding of the importance and role of self-development, life-long learning, core skills, working with others and self and team management/leadership; | Demonstrate a critical understanding of process and systems for delivery of care and care management. | Adopt a questioning approach to the understanding of social justice, equality, inclusion and mutual respect; | Appreciate the significance of communication and interpersonal skills | Demonstrate a critical understanding of research and evaluation techniques relevant to the study of health and social care | Demonstrate a critical realisation of the breadth of health and social care values and processes | Demonstrate an evaluative appreciation of the diverse and complex nature of individuals and groups; | Demonstrate a critical awareness of current health and social issues and priorities at a local, national and international level; | Adopt an analytical approach to the examination of local, national and international/global health and social care related policies and practices; | Demonstrate a critical awareness of a range of contemporary social theories in relation to current changes in health and social care |
| Critically analyse a range of theories of causality relating to health and ill-health |  |  |  |  |  |  |  | 🗸 |  | 🗸 | 🗸 |
| Critically appraise a number of theoretical and professional rationales concerning health interventions |  |  | 🗸 | 🗸 |  |  | 🗸 |  |  |  |  |
| Demonstrate an informed understanding of the role played by health promotion in the development of autonomous life choices |  |  |  |  |  |  |  |  |  |  |  |
| Critically evaluate the role of the individual and of institutions in affecting health status | 🗸 |  |  |  |  |  |  |  |  |  |  |
| Critically analyse the diversity of experience and values associated with health | 🗸 |  |  |  |  |  | 🗸 | 🗸 |  |  |  |
| Critically analyse different healthcare systems and underpinning health policy development |  |  |  |  |  |  |  |  |  | 🗸 | 🗸 |
| Critically reflect on and evaluate a range of theoretical arguments within Health Studies | 🗸 |  |  |  |  | 🗸 |  |  |  |  |  |
| Demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being |  |  |  |  | 🗸 |  |  | 🗸 |  |  |  |
| Critically appraise the nature of health inequalities and evaluate the impact of population interventions aimed at reducing health deficit |  |  |  |  | 🗸 | 🗸 |  | 🗸 |  |  |  |

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| **Appendix 2 Cont’d** | Demonstrate knowledge and understanding of the conceptual frameworks, principles, values and practice of health and social care leadership; | Demonstrate an understanding of the importance and role of self-development, life-long learning, core skills, working with others and self and team management/leadership; | Demonstrate a critical understanding of process and systems for delivery of care and care management. | Adopt a questioning approach to the understanding of social justice, equality, inclusion and mutual respect; | Appreciate the significance of communication and interpersonal skills | Demonstrate a critical understanding of research and evaluation techniques relevant to the study of health and social care | Demonstrate a critical realisation of the breadth of health and social care values and processes | Demonstrate an evaluative appreciation of the diverse and complex nature of individuals and groups; | Demonstrate a critical awareness of current health and social issues and priorities at a local, national and international level; | Adopt an analytical approach to the examination of local, national and international/global health and social care related policies and practices; | Demonstrate a critical awareness of a range of contemporary social theories in relation to current changes in health and social care |
| Apply an appropriate critical framework to use and evaluate research in Health Studies |  |  |  |  |  | 🗸 |  |  |  |  |  |
| Cross traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect critically on health issues |  |  |  | 🗸 |  |  |  |  | 🗸 |  |  |
| Demonstrate an appreciation of using an integrated approach to an analysis of health and health issues |  |  |  | 🗸 |  | 🗸 |  | 🗸 |  |  |  |
| Develop an analysis and evaluation of contemporary issues and discourses in health research and debate |  |  |  |  |  | 🗸 |  |  |  |  |  |
| General transferable skills: |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within the subject |  |  |  |  |  | 🗸 |  |  |  |  | 🗸 |
| Demonstrate conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using different ideas and techniques, some of which are at the forefront of the subject | 🗸 |  | 🗸 | 🗸 |  |  |  |  |  |  |  |
| Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the subject |  |  |  |  |  | 🗸 |  |  |  |  |  |
| Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge | 🗸 |  | 🗸 |  |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 |

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| **Appendix 2 Cont’d** | Demonstrate knowledge and understanding of the conceptual frameworks, principles, values and practice of health and social care leadership; | Demonstrate an understanding of the importance and role of self-development, life-long learning, core skills, working with others and self and team management/leadership; | Demonstrate a critical understanding of process and systems for delivery of care and care management. | Adopt a questioning approach to the understanding of social justice, equality, inclusion and mutual respect; | Appreciate the significance of communication and interpersonal skills | Demonstrate a critical understanding of research and evaluation techniques relevant to the study of health and social care | Demonstrate a critical realisation of the breadth of health and social care values and processes | Demonstrate an evaluative appreciation of the diverse and complex nature of individuals and groups; | Demonstrate a critical awareness of current health and social issues and priorities at a local, national and international level; | Adopt an analytical approach to the examination of local, national and international/global health and social care related policies and practices; | Demonstrate a critical awareness of a range of contemporary social theories in relation to current changes in health and social care |
| Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the subject). |  | 🗸 |  |  |  | 🗸 |  |  |  |  |  |
| The exercise of initiative and personal responsibility |  | 🗸 |  |  | 🗸 |  |  |  |  |  |  |
| Decision making in complex and unpredictable contexts |  |  | 🗸 |  |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 |
| The learning ability needed to undertake appropriate further training of a professional or equivalent nature |  |  |  |  |  |  |  |  |  |  |  |
| The use of information and communications technology to enhance digital capability in a variety of contexts |  | 🗸 |  |  |  |  |  |  |  |  |  |
| The demonstration of self-awareness and confidence in skills transferable to the workplace and the ability to articulate these to a particular employer |  | 🗸 |  |  | 🗸 |  |  |  |  |  |  |
| The ability to respond appropriately to equal opportunities and diversity issues in context. |  |  |  | 🗸 |  |  |  | 🗸 |  |  |  |

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| **Appendix 2 Cont’d** | Develop and sustain relationships with individuals, groups and organisations | Identify leadership skills in practice. | Be critically aware of the impact their own values may have on practice with different groups of service users and carers. | Engage in appropriate activities to improve the quality of the lives of individuals and groups on an individual, community and societal level | Support and develop effective and efficient collaborative working; | Apply different models and theories of health and social care practice; | Evaluate and reflect upon own professional practice; | Demonstrates ethical professional competence and integrity. |  |
| Demonstrate a comprehensive knowledge base as outlined in Section 3 in selected subject areas that inform health and physical and mental well-being |  |  |  | 🗸 |  | 🗸 |  |  |  |
| Demonstrate a comprehensive grasp of the scope and breadth of the subject |  |  |  |  |  | 🗸 |  | 🗸 |  |
| Critically analyse the contested nature of health using a wide range of perspectives |  |  |  |  |  | 🗸 |  |  |  |
| Use knowledge of the multidisciplinary nature of Health Studies to analyse health and health issues at personal, national and global levels |  |  |  |  |  | 🗸 |  |  |  |
| Use research findings in a critical and evaluative way to demonstrate the development of Health Studies as a subject discipline |  |  |  |  |  | 🗸 |  |  |  |
| Show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them |  |  |  |  |  | 🗸 |  |  |  |
| Critically analyse contemporary issues at the forefront of health and physical and mental well-being |  |  |  |  |  | 🗸 |  |  |  |

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| **Appendix 2 Cont’d** | Develop and sustain relationships with individuals, groups and organisations | Identify leadership skills in practice. | Be critically aware of the impact their own values may have on practice with different groups of service users and carers. | Engage in appropriate activities to improve the quality of the lives of individuals and groups on an individual, community and societal level | Support and develop effective and efficient collaborative working; | Apply different models and theories of health and social care practice; | Evaluate and reflect upon own professional practice; | Demonstrates ethical professional competence and integrity. |  |
| Critically analyse a range of theories of causality relating to health and ill-health |  |  |  |  |  | 🗸 |  |  |  |
| Critically appraise a number of theoretical and professional rationales concerning health interventions |  |  |  |  |  | 🗸 |  |  |  |
| Demonstrate an informed understanding of the role played by health promotion in the development of autonomous life choices |  |  |  |  |  | 🗸 |  |  |  |
| Critically evaluate the role of the individual and of institutions in affecting health status |  |  |  | 🗸 |  |  |  |  |  |
| Critically analyse the diversity of experience and values associated with health | 🗸 |  | 🗸 |  |  |  | 🗸 |  |  |
| Critically analyse different healthcare systems and underpinning health policy development |  |  |  |  |  | 🗸 |  |  |  |
| Critically reflect on and evaluate a range of theoretical arguments within Health Studies |  |  |  |  |  | 🗸 |  |  |  |
| Demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being |  |  | 🗸 |  |  |  |  | 🗸 |  |
| Critically appraise the nature of health inequalities and evaluate the impact of population interventions aimed at reducing health deficit |  |  |  |  |  | 🗸 |  |  |  |

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| **Appendix 2 Cont’d** | Develop and sustain relationships with individuals, groups and organisations | Identify leadership skills in practice. | Be critically aware of the impact their own values may have on practice with different groups of service users and carers. | Engage in appropriate activities to improve the quality of the lives of individuals and groups on an individual, community and societal level | Support and develop effective and efficient collaborative working; | Apply different models and theories of health and social care practice; | Evaluate and reflect upon own professional practice; | Demonstrates ethical professional competence and integrity. |  |
| Apply an appropriate critical framework to use and evaluate research in Health Studies |  |  |  |  |  | 🗸 |  |  |  |
| Cross traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect critically on health issues |  |  |  |  |  | 🗸 |  |  |  |
| Demonstrate an appreciation of using an integrated approach to an analysis of health and health issues |  |  |  |  |  |  |  |  |  |
| Develop an analysis and evaluation of contemporary issues and discourses in health research and debate |  |  |  |  |  | 🗸 |  |  |  |
| General transferable skills: |  |  |  |  |  |  |  |  |  |
| Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within the subject |  | 🗸 |  |  |  |  |  | 🗸 |  |
| Demonstrate conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using different ideas and techniques, some of which are at the forefront of the subject |  |  |  |  |  | 🗸 |  |  |  |
| Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the subject |  |  |  |  |  | 🗸 |  |  |  |
| Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge |  |  |  |  |  | 🗸 |  |  |  |

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| **Appendix 2 Cont’d** | Develop and sustain relationships with individuals, groups and organisations | Identify leadership skills in practice. | Be critically aware of the impact their own values may have on practice with different groups of service users and carers. | Engage in appropriate activities to improve the quality of the lives of individuals and groups on an individual, community and societal level | Support and develop effective and efficient collaborative working; | Apply different models and theories of health and social care practice; | Evaluate and reflect upon own professional practice; | Demonstrates ethical professional competence and integrity. |  |
| Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the subject). |  |  |  |  |  |  | 🗸 |  |  |
| The exercise of initiative and personal responsibility |  | 🗸 |  |  |  |  | 🗸 | 🗸 |  |
| Decision making in complex and unpredictable contexts |  | 🗸 |  |  |  |  |  |  |  |
| The learning ability needed to undertake appropriate further training of a professional or equivalent nature |  |  |  |  |  |  | 🗸 |  |  |
| The use of information and communications technology to enhance digital capability in a variety of contexts |  |  |  |  |  |  |  |  |  |
| The demonstration of self-awareness and confidence in skills transferable to the workplace and the ability to articulate these to a particular employer |  | 🗸 |  |  |  |  | 🗸 |  |  |
| The ability to respond appropriately to equal opportunities and diversity issues in context. |  | 🗸 |  |  |  |  |  |  |  |

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| **Appendix 2 Cont’d** | Demonstrate, reflect on and evaluate their personal development, core/transferable skills, core values and work related experiences; | Recognise, accept and support diversity; | Develop and maintain an appropriate role within a ‘work-based’ organisation showing an appreciation of rights and responsibilities | Evaluate personal and organisational contributions to health and social care issues | Critically review and evaluate literature related to health and social care issues | Effectively communicate with a wide range of appropriate stakeholders; | Analyse, synthesise and apply knowledge, skills and values to a range of health and social care issues |
| Demonstrate a comprehensive knowledge base as outlined in Section 3 in selected subject areas that inform health and physical and mental well-being |  |  |  |  |  |  |  |
| Demonstrate a comprehensive grasp of the scope and breadth of the subject |  |  |  |  | 🗸 |  |  |
| Critically analyse the contested nature of health using a wide range of perspectives |  |  |  |  | 🗸 |  |  |
| Use knowledge of the multidisciplinary nature of Health Studies to analyse health and health issues at personal, national and global levels |  |  |  |  |  |  |  |
| Use research findings in a critical and evaluative way to demonstrate the development of Health Studies as a subject discipline |  |  |  |  | 🗸 |  |  |
| Show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them |  | 🗸 |  |  |  |  |  |
| Critically analyse contemporary issues at the forefront of health and physical and mental well-being |  |  |  |  |  |  |  |

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| **Appendix 2 Cont’d** | Demonstrate, reflect on and evaluate their personal development, core/transferable skills, core values and work related experiences; | Recognise, accept and support diversity; | Develop and maintain an appropriate role within a ‘work-based’ organisation showing an appreciation of rights and responsibilities | Evaluate personal and organisational contributions to health and social care issues | Critically review and evaluate literature related to health and social care issues | Effectively communicate with a wide range of appropriate stakeholders; | Analyse, synthesise and apply knowledge, skills and values to a range of health and social care issues |
| Critically analyse a range of theories of causality relating to health and ill-health |  |  |  |  |  |  |  |
| Critically appraise a number of theoretical and professional rationales concerning health interventions |  |  |  |  |  |  |  |
| Demonstrate an informed understanding of the role played by health promotion in the development of autonomous life choices |  |  |  |  |  |  |  |
| Critically evaluate the role of the individual and of institutions in affecting health status |  |  |  | 🗸 |  |  | 🗸 |
| Critically analyse the diversity of experience and values associated with health |  |  |  |  |  |  |  |
| Critically analyse different healthcare systems and underpinning health policy development |  |  |  |  |  |  |  |
| Critically reflect on and evaluate a range of theoretical arguments within Health Studies |  |  |  |  |  |  |  |
| Demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being | 🗸 |  |  |  |  |  |  |
| Critically appraise the nature of health inequalities and evaluate the impact of population interventions aimed at reducing health deficit |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Appendix 2 Cont’d** | Demonstrate, reflect on and evaluate their personal development, core/transferable skills, core values and work related experiences; | Recognise, accept and support diversity; | Develop and maintain an appropriate role within a ‘work-based’ organisation showing an appreciation of rights and responsibilities | Evaluate personal and organisational contributions to health and social care issues | Critically review and evaluate literature related to health and social care issues | Effectively communicate with a wide range of appropriate stakeholders; | Analyse, synthesise and apply knowledge, skills and values to a range of health and social care issues |
| Apply an appropriate critical framework to use and evaluate research in Health Studies |  |  |  |  |  |  |  |
| Cross traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect critically on health issues |  |  |  |  |  |  |  |
| Demonstrate an appreciation of using an integrated approach to an analysis of health and health issues |  |  |  |  |  |  |  |
| Develop an analysis and evaluation of contemporary issues and discourses in health research and debate |  |  |  |  |  |  |  |
| General transferable skills: |  |  |  |  |  |  |  |
| Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within the subject |  |  |  |  |  |  | 🗸 |
| Demonstrate conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using different ideas and techniques, some of which are at the forefront of the subject |  |  |  |  |  |  | 🗸 |
| Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the subject |  |  |  |  | 🗸 |  |  |
| Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge |  |  |  |  | 🗸 |  | 🗸 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Appendix 2 Cont’d** | Demonstrate, reflect on and evaluate their personal development, core/transferable skills, core values and work related experiences; | Recognise, accept and support diversity; | Develop and maintain an appropriate role within a ‘work-based’ organisation showing an appreciation of rights and responsibilities | Evaluate personal and organisational contributions to health and social care issues | Critically review and evaluate literature related to health and social care issues | Effectively communicate with a wide range of appropriate stakeholders; | Analyse, synthesise and apply knowledge, skills and values to a range of health and social care issues |
| Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the subject). | 🗸 |  | 🗸 |  |  |  |  |
| The exercise of initiative and personal responsibility | 🗸 |  | 🗸 |  |  |  |  |
| Decision making in complex and unpredictable contexts |  |  | 🗸 |  |  |  |  |
| The learning ability needed to undertake appropriate further training of a professional or equivalent nature |  |  | 🗸 |  |  |  |  |
| The use of information and communications technology to enhance digital capability in a variety of contexts |  |  |  |  |  |  |  |
| The demonstration of self-awareness and confidence in skills transferable to the workplace and the ability to articulate these to a particular employer | 🗸 |  | 🗸 | 🗸 |  | 🗸 |  |
| The ability to respond appropriately to equal opportunities and diversity issues in context. |  |  |  |  |  | 🗸 |  |

**Appendix 3**

**QAA Benchmark Standards (Health Studies 2016) Mapped to Course Modules**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | HFS2003 Understanding Health and Social Care | HFS2000 Introduction to Law and Social Policy | HFS1002 Social Sciences and Professional Practice | HFS2004 Working with Service Users and Carers | HIS2003 Leadership in Health and Community Settings | HIC1000 Research Methods and Skills | HIS2004 Assessing Community Needs and Resources | HIS2005 Social Care Interventions | HHC2003 International Health and Social Development | HHS2004 Assessment and Care Planning | HHS2005 Work Placement and Reflection | HHS2006 Think Family and Strength Based Working | HHS2007 Applied Law | **HHC 2002 Social Policy and Community Development** | **MSci Only** | HMS1065 International Perspectives in Health and Social Care | HMS2011 Counselling, Mentoring and Coaching | HMS2013 Leadership Skills | HMS2012 Literature Review |
| Demonstrate a comprehensive knowledge base as outlined in Section 3 in selected subject areas that inform health and physical and mental well-being | 🗸 |  | 🗸 |  |  |  |  |  | 🗸 |  | 🗸 |  | 🗸 | 🗸 |  | 🗸 |  | 🗸 |  |
| Demonstrate a comprehensive grasp of the scope and breadth of the subject |  |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Critically analyse the contested nature of health using a wide range of perspectives | 🗸 |  |  |  |  |  | 🗸 |  |  |  |  |  |  | 🗸 |  |  |  | 🗸 |
| Use knowledge of the multidisciplinary nature of Health Studies to analyse health and health issues at personal, national and global levels |  |  |  |  |  |  |  |  | 🗸 |  |  |  | 🗸 | 🗸 | 🗸 |  | 🗸 |  |
| Use research findings in a critical and evaluative way to demonstrate the development of Health Studies as a subject discipline |  |  |  |  |  | 🗸 |  |  |  |  |  |  | 🗸 | 🗸 |  |  |  | 🗸 |
| Show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them | 🗸 |  | 🗸 |  |  |  | 🗸 |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  |  |
| Critically analyse contemporary issues at the forefront of health and physical and mental well-being |  |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 |  | 🗸 |  |  |  | 🗸 |
| Critically analyse a range of theories of causality relating to health and ill-health |  |  | 🗸 |  |  | 🗸 |  |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 |
| Critically appraise a number of theoretical and professional rationales concerning health interventions |  |  |  |  |  | 🗸 |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |
| Demonstrate an informed understanding of the role played by health promotion in the development of autonomous life choices | 🗸 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Appendix 3 (Cont’d)** | HFS2003 Understanding Health and Social Care | HFS2000 Introduction to Law and Social Policy | HFS1002 Social Sciences and Professional Practice | HFS2004 Working with Service Users and Carers | HIS2003 Leadership in Health and Community Settings | HIC1000 Research Methods and Skills | HIS2004 Assessing Community Needs and Resources | HIS2005 Social Care Interventions | HHC2003 International Health and Social Development | HHS2004 Assessment and Care Planning | HHS2005 Work Placement and Reflection | HHS2006 Think Family and Strength Based Working | HHS2007 Applied Law | HHC2002 Social Policy and Community Development | **MSci Only** | HMS1065 International Perspectives in Health and Social Care | HMS2011 Counselling, Mentoring and Coaching | HMS2013 Leadership Skills | HMS2012 Literature Review |
| Critically evaluate the role of the individual and of institutions in affecting health status |  |  | 🗸 |  |  |  | 🗸 | 🗸 |  | 🗸 | 🗸 |  | 🗸 | 🗸 |  | 🗸 |  |  |  |
| Critically analyse the diversity of experience and values associated with health | 🗸 |  | 🗸 |  |  |  | 🗸 |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  |  |
| Critically analyse different healthcare systems and underpinning health policy development |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 |  |  | 🗸 |  |  | 🗸 |  |
| Critically reflect on and evaluate a range of theoretical arguments within Health Studies |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 |  |  | 🗸 |  |  | 🗸 |  |
| Demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  |
| Critically appraise the nature of health inequalities and evaluate the impact of population interventions aimed at reducing health deficit |  |  |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 | 🗸 |  |  |  |  |
| Apply an appropriate critical framework to use and evaluate research in Health Studies |  |  |  |  |  | 🗸 |  |  |  |  |  |  |  | 🗸 |  |  |  | 🗸 |
| Cross traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect critically on health issues | 🗸 |  | 🗸 |  |  |  | 🗸 |  |  |  |  |  | 🗸 | 🗸 |  |  |  |  |
| Demonstrate an appreciation of using an integrated approach to an analysis of health and health issues |  |  | 🗸 |  | 🗸 |  |  |  |  |  |  | 🗸 |  | 🗸 |  |  | 🗸 |  |
| Develop an analysis and evaluation of contemporary issues and discourses in health research and debate |  |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |
| General transferable skills: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Appendix 3 (Cont’d)** | HFS2003 Understanding Health and Social Care | HFS2000 Introduction to Law and Social Policy | HFS1002 Social Sciences and Professional Practice | HFS2004 Working with Service Users and Carers | HIS2003 Leadership in Health and Community Settings | HIC1000 Research Methods and Skills | HIS2004 Assessing Community Needs and Resources | HIS2005 Social Care Interventions | HHC2003 International Health and Social Development | HHS2004 Assessment and Care Planning | HHS2005 Work Placement and Reflection | HHS2006 Think Family and Strength Based Working | HHS2007 Applied Law | HHC2002 Social Policy and Community Development | **MSci Only** | HMS1065 International Perspectives in Health and Social Care | HMS2011 Counselling, Mentoring and Coaching | HMS2013 Leadership Skills | HMS2012 Literature Review |
| Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within the subject | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 |
| Demonstrate conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using different ideas and techniques, some of which are at the forefront of the subject |  | 🗸 |  |  |  |  | 🗸 | 🗸 |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  |  |  |
| Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the subject |  |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |
| Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge |  |  |  |  |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 | 🗸 |
| Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the subject). | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| The exercise of initiative and personal responsibility | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Decision making in complex and unpredictable contexts |  |  |  |  | 🗸 |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  |
| The learning ability needed to undertake appropriate further training of a professional or equivalent nature | 🗸 |  |  |  | 🗸 |  |  |  |  |  |  |  | 🗸 |  |  |  | 🗸 |  |
| The use of information and communications technology to enhance digital capability in a variety of contexts | 🗸 |  |  |  | 🗸 |  | 🗸 |  |  |  |  |  |  |  |  |  | 🗸 |  |
| The demonstration of self-awareness and confidence in skills transferable to the workplace and the ability to articulate these to a particular employer | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 |  | 🗸 | 🗸 |  |
| The ability to respond appropriately to equal opportunities and diversity issues in context. | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |

**Appendix 4**

**Relevant Health and Social Care National Occupational Standards Mapped to Course Modules**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | HFS2003 Understanding Health and Social Care | HFS2000 Introduction to Law and Social Policy | HFS1002 Social Sciences and Professional Practice | HFS2004 Working with Service Users and Carers | HIS2003 Leadership in Health and Community Settings | HIC1000 Research Methods and Skills | HIS2004 Assessing Community Needs and Resources | HIS2005 Social Care Interventions | HHC2003 International Health and Social Development | HHS2004 Assessment and Care Planning | HHS2005 Work Placement and Reflection | HHS2006 Think Family and Strength Based Working | HHS2007 Applied Law | HHC2002 Social Policy and Community Development | **MSci Only** | HMS1065 International Perspectives in Health and Social Care | HMS2011 Counselling, Mentoring and Coaching | HMS2013 Leadership Skills | HMS2012 Literature Review |
| Communication | 🗸 | 🗸 |  | 🗸 | 🗸 |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  | 🗸 | 🗸 | 🗸 |
| Learning and Development | 🗸 |  | 🗸 |  | 🗸 |  | 🗸 |  |  |  | 🗸 | 🗸 |  | 🗸 |  | 🗸 | 🗸 |  |
| Teams |  |  |  |  |  |  | 🗸 |  |  |  | 🗸 | 🗸 |  | 🗸 |  |  |  |  |
| Other Agencies |  |  |  |  | 🗸 |  |  |  |  |  | 🗸 | 🗸 |  | 🗸 |  |  | 🗸 |  |
| Children and Young People |  | 🗸 | 🗸 |  |  |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  |  |
| Youth Justice |  | 🗸 | 🗸 |  |  |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  |  |
| Safeguarding Adults |  | 🗸 | 🗸 |  |  |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  |  |
| Assessment and Planning |  | 🗸 |  |  | 🗸 |  | 🗸 |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  |
| Care at Home |  |  |  |  |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  |
| Accessing Services and Facilities |  | 🗸 |  |  | 🗸 |  |  |  |  |  | 🗸 |  | 🗸 | 🗸 |  |  | 🗸 |  |
| Families and carers |  | 🗸 | 🗸 |  | 🗸 |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Appendix 4 (Cont’d)** | HFS2003 Understanding Health and Social Care | HFS2000 Introduction to Law and Social Policy | HFS1002 Social Sciences and Professional Practice | HFS2004 Working with Service Users and Carers | HIS2003 Leadership in Health and Community Settings | HIC1000 Research Methods and Skills | HIS2004 Assessing Community Needs and Resources | HIS 2005 Social Care Interventions | HHC2003 International Health and Social Development | HHS2004 Assessment and Care Planning | HHS2005 Work Placement and Reflection | HHS2006 Think Family and Strength Based Working | HHS2007 Applied Law | HHC2002 Social Policy and Community Development | **MSci Only** | HMS1065 International Perspectives in Health and Social Care | HMS2011 Counselling, Mentoring and Coaching | HMS2013 Leadership Skills | HMS2012 Literature Review |
| Relationships and Wellbeing | 🗸 |  | 🗸 | 🗸 | 🗸 |  |  |  |  |  | 🗸 | 🗸 |  |  |  |  | 🗸 | 🗸 |  |
| Change |  |  |  |  |  |  |  | 🗸 |  |  | 🗸 | 🗸 |  | 🗸 |  | 🗸 |  |  |
| Advocacy |  | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  |  |
| Positive Behaviour | 🗸 |  |  |  |  |  |  | 🗸 |  |  | 🗸 | 🗸 |  | 🗸 |  | 🗸 |  |  |
| Community Networks |  | 🗸 |  |  | 🗸 |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  |
| Rights | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  | 🗸 |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  |
| Group Work |  |  | 🗸 |  | 🗸 |  | 🗸 |  |  |  | 🗸 | 🗸 |  | 🗸 |  |  | 🗸 |  |
| Health | 🗸 |  |  |  |  |  | 🗸 |  |  |  | 🗸 |  |  | 🗸 |  |  |  |  |
| End of Life | 🗸 |  | 🗸 |  |  |  |  |  |  |  |  | 🗸 |  | 🗸 |  |  |  |  |
| Mental Health | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |  |
| Substance Misuse | 🗸 | 🗸 |  |  | 🗸 |  |  | 🗸 |  | 🗸 | 🗸 |  |  | 🗸 |  |  | 🗸 |  |
| Health and Safety |  |  |  |  | 🗸 |  |  |  |  |  |  |  |  | 🗸 |  |  |  |  |
| Volunteers |  |  |  |  | 🗸 |  |  |  |  |  |  |  |  | 🗸 |  |  | 🗸 |  |
| Procurement |  |  |  |  | 🗸 |  |  |  |  |  |  |  |  |  |  |  | 🗸 |  |
| Leadership and Management |  |  |  |  | 🗸 |  |  |  |  |  |  |  |  |  |  |  | 🗸 |  |

**Appendix 5**

**Health & Social Care - Personal Development Planning**

Personal Development Planning (PDP) is one of the mechanisms through which students in Higher Education are encouraged to reflect on their development and achieve their full potential. Students on both routes will be encouraged at all levels to complete a PDP which shows their progression through the course and in their development as a professional. At each level PDP is embedded into a module so that students have a formal opportunity to complete a PDP with support from a tutor.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year & Module** | **Key activities that contribute to the PDP** | **Evidence of the PDP** | **Key areas that may be covered in the PDP** | **Consolidation of previous work** | **How students are supported to produce the PDP** |
| Year One- HFS2003 Understanding Health & Social Care | This module will provide formal teaching on the nature of Personal Development Planning. Students will be provided with a range of self-assessment tools to support this process | Students will provide a written PDP that will be formally submitted as part of the assessment for this module. | Time keeping  Problem solving  Information Skills  Technical Knowledge  Communication Skills  Professional conduct  Study Skills |  | The module leader will provide guidance on how to complete a PDP.  Students will be required to show a first draft of their PDP to their personal tutor. |
| Year Two-HIS2003 Leadership in Health & Community Settings | Students will be provided with support through this module to develop a PDP at the end of year 2. Students will be encouraged reflect on the knowledge they are acquiring about leadership. | Students will submit a written PDP as part of the summative assignment for this module | Reflective skills  Developing independence/ confidence  Communication skills  Professional Conduct  Developing self-awareness  Developing emotional intelligence | Students will be encouraged to consider their year 1 PDP and build on it accordingly | Students will be supported by the module leader and their personal tutor through tutorials to develop their PDP. |
| Year Three- HHS2005 Work Placement & Reflection | Students will be provided with support through this module to develop a PDP at the end of year 3 and their practice placement. Students will be encouraged to reflect on their practical skills from placement. | Students will submit a written PDP as part of the summative assignment for this module | Skills in critical reflection  Developing independence/ confidence  Specialist technical knowledge  Managing self-awareness  Developing & consolidating emotional intelligence. | Students will be encouraged to consider their year 2 PDP and build on it accordingly | Students will be supported by the module leader and their personal tutor through tutorials to develop their PDP. |
| **Year & Module** | **Key activities that contribute to the PDP** | **Evidence of the PDP** | **Key areas that may be covered in the PDP** | **Consolidation of previous work** | **How students are supported to produce the PDP** |
| **MSci only**  Year Four – HMS2013 Leadership Skills | Students will be provided with support through this module to develop a PDP at the end of year 4. Students will be encouraged to reflect on their developing skills as a leader | Students will submit a written PDP as part of the summative assignment for this module | Leadership skills  Managing & promoting self-awareness ins elf and others  Ability to use supervision to develop own practice | Students will be encouraged to consider their year 3 PDP and build on it accordingly | Students will be supported by the module leader and their personal tutor through tutorials to develop their PDP. |

**Appendix 6**

**Summative Assessment Schedule – an exemplar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Module** | **Assessment Task** | **Assessment Timing** |
| **BSc (Hons) and MSci** | | | |
| 1 (F) | HFS2003 | Part 1: Classroom based test  Part 2: PDP  Part 3: Mind Map and Commentary 1000 words | December  May  May |
| 1 (F) | HFS2000 | Part 1: Class-room based tests  Part 2: Case study (children) -2000 words  Part 3: Case study (adult) – 2000 words | March  January  April |
| 1 (F) | HFS1002 | Part 1: Poster  Part 2: Classroom based test | January  April |
| 1 (F) | HFS2004 | Part 1: Journal & Case Study- 3000 words  Part 2: Written Assignment -1000 words | January  April |
| 2 (I) | HIS2003 | Part 1: Written Assignment – 2000 words  Part 2: PDP  Part 3 - Case Study – 2000 words | January  April  April |
| 2 (I) | HIC1000 | Part 1: Written Assignment – 2000 words  Part 2: Poster and Presentation (15 minutes max) | January  April |
| 2 (I) | HIS2004 | Part 1: Community Profile – 4000 words  Part 2: Presentation (15 minutes max) – 4000 words | April  April |
| 2 (I) | HIS2005 | Part 1: Annotation – 1000 words  Part 2: Written Reflection – 1000 words  Part 3: Presentation (15 minutes max) | December  March  April |
| 3 (H) | HHS2004 | Part 1: Presentation (15 minutes max)  Part 2: Written Assignment – 3000 words | November  February |
| 3 (H) | HHC2003 | Part 1: Written Assignment – 2000 words  Part 2: Written Assignment – 2000 words | March  May |
| 3 (H) | HHC2002 | Part 1 Presentation (15mins)  Part 2 Portfolio (1000 words | May  May |
| 3 (H) | HHS2005 | Part 1: Presentation (15 minutes max) and Portfolio – 1500 words  Part 2: Log of 160 work placement hours  Part 3: PDP  Part 4: Reflection – 1500 words | March  May  May |
| 3 (H) | HHS2006 | Part 1: Evaluation– 1000 words  Part 2: Written Report – 2000 words | December  January |
| 3 (H) | HHS2007 | Written Case Study – 3000 words | January |
| **MSci Only** | | | |
| 4 (M) | HMS1065 | Part 1: Presentation  Part 2:Written Assignment – 3000 words | March  May |
| 4 (M) | HMS2011 | Part 1: Report – 2500 words  Part 2: Reflection – 2500 words | November  December |
| 4 (M) | HMS2012 | Literature Review – 6000 words | May |
| 4 (M) | HMS2013 | Part 1: Critical Reflection 3000 words Part 2: - PDP  Part 3: Presentation (15 minutes max) | April  May  May |