

<b>Programme Specification</b>
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<b>1</b>	<b>Awarding Institution/Body</b>	Luminate Education Group
<b>2</b>	<b>Delivery Location(s)</b>	University Centre Leeds University Centre - Keighley College
<b>3</b>	<b>Programme Externally Accredited by (e.g. PSRB)</b>	N/A
<b>4</b>	<b>Award Title(s)</b>	FD Health and Wellbeing
<b>5</b>	<b>FHEQ Level</b> <i>[see guidance]</i>	L4 Certificate of Higher Education L5 Foundation Degree
<b>6</b>	<b>Bologna Cycle</b> <i>[see guidance]</i>	Short cycle (within or linked to the first cycle) qualifications.
<b>7</b>	<b>HECoS Code and Description</b>	100653 - health and welfare
<b>8</b>	<b>Mode of Attendance</b> <i>[full-time or part-time]</i>	Full Time (Two years) Part Time (Two years)
<b>9</b>	<b>Relevant QAA Subject Benchmarking Group(s)</b>	Benchmarks Framework for Higher Education Qualifications (FHEQ) FHEQ <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</a> QAA Subject Benchmarks for Health Studies (2019) Available at <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4</a> SEEC Credit Level Descriptors for Higher Education SEEC Level Descriptors Available at <a href="https://seec.org.uk/wp-content/uploads/2021/03/SEEC-Credit-Level-Descriptors-2021.pdf">https://seec.org.uk/wp-content/uploads/2021/03/SEEC-Credit-Level-Descriptors-2021.pdf</a>
<b>10</b>	<b>Relevant Additional External Reference Points</b> <i>(e.g. National Occupational Standards, PSRB Standards)</i>	‘Levelling Up’ agenda for Health (2021) Available at <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1052046/Executive_Summary.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1052046/Executive_Summary.pdf</a> Health and Care Act (2022) Available at <a href="https://www.legislation.gov.uk/ukpga/2022/31/contents/enacted">https://www.legislation.gov.uk/ukpga/2022/31/contents/enacted</a> NHS Long Term Plan (2019) Available at <a href="https://www.longtermplan.nhs.uk/">https://www.longtermplan.nhs.uk/</a> Leeds 2030 Shaping our best City Ambition Plan Available at <a href="https://democracy.leeds.gov.uk/documents/s226188/Shaping%20our%20Best%20City%20Ambition%20Cover%20Report%20081021.pdf">https://democracy.leeds.gov.uk/documents/s226188/Shaping%20our%20Best%20City%20Ambition%20Cover%20Report%20081021.pdf</a> Leeds Left shift Blueprint Health and Wellbeing Strategy (2021) Available at <a href="https://www.leedscg.nhs.uk/content/uploads/2021/04/Left-Shift-Blueprint-">https://www.leedscg.nhs.uk/content/uploads/2021/04/Left-Shift-Blueprint-</a>

		<a href="#">v0.12.pdf</a>																								
11	<b>Date of Approval/ Revision</b>	June 2022																								
12	<p><b>Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)</b></p> <p style="text-align: center;"><b><u>Foundation Degree Entry Criteria</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>Typical offer</th> <th>Minimum Offer</th> </tr> </thead> <tbody> <tr> <td><b>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</b></td> <td>48 UCAS tariff points from two A-levels (or equivalent qualifications)</td> <td>16 UCAS tariff points from one A-level (or an equivalent qualification)</td> </tr> <tr> <td><b>GCSE English:</b></td> <td colspan="2">English Language grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.</td> </tr> <tr> <td><b>IELTS:</b></td> <td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td> </tr> <tr> <td><b>International qualifications:</b></td> <td colspan="2">International qualifications will be assessed against these criteria</td> </tr> <tr> <td><b>Mature applicants:</b></td> <td colspan="2">University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i></td> </tr> <tr> <td><b>RPL claims:</b></td> <td colspan="2">The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)</td> </tr> <tr> <td><b>References</b></td> <td colspan="2">A reference may be requested</td> </tr> </tbody> </table> <p><i>*the course team will give bespoke advice to those who do not meet the admission criteria, outlining potential pathways to progress on to the course.</i></p>			Typical offer	Minimum Offer	<b>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</b>	48 UCAS tariff points from two A-levels (or equivalent qualifications)	16 UCAS tariff points from one A-level (or an equivalent qualification)	<b>GCSE English:</b>	English Language grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.		<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.		<b>International qualifications:</b>	International qualifications will be assessed against these criteria		<b>Mature applicants:</b>	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>		<b>RPL claims:</b>	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)		<b>References</b>	A reference may be requested	
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13	<p><b>Educational Aims of the Programme</b></p> <p>The Health and Wellbeing of Society is all about people, the connections they make and the surroundings we live in however healthcare needs are dynamic and forever changing. Society faces many challenges and as a result of these challenges, health inequality emerges. That is, unfair differences across populations, groups in societies and communities are seen and this can have extremely poor outcomes for people as they are unable to live long, happy and healthy lives. Yet health inequity is avoidable. This degree will develop you with the knowledge and skills to understand, address and support change for individuals, groups and communities so they can live fulfilling lives. You will discover the driving causes of ill health and then become skilled at identifying suitable solutions that will be sustainable for future generations. As a</p>																									

graduate of this award you will be a Health and Wellbeing professional that can support individuals, groups and communities to thrive.

This award aims to:

- Provide an in-depth understanding of factors which contribute to the health and wellbeing of people, populations and communities incorporating ethical and legal frameworks.
- Equip students to comprehend sustainable and creative solutions for improving health and wellbeing of society and community.
- Enable students to understand evidence-based approaches and solutions to health and wellbeing, which will maximise outcomes for individuals, groups, and communities.
- Facilitate students to understand health inequalities, ensuring graduates are equipped and appropriately informed as future health and wellbeing workforce employees.
- Create person centred, professional skills and competencies that support the future health and wellbeing of society.
- Develop reflective, communicative, and inclusive graduates.

<b>14</b>	<b>Learning Outcomes</b>	
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	<b>Knowledge and Understanding</b>	
	<b>K1</b>	Interpret a range of theories, concepts and principles relating to Health and Wellbeing
	<b>K2</b>	Analyse key values and principles associated with personal and professional development in relation to the Health and Wellbeing sector
	<b>K3</b>	Examine contemporary debates within the Health and Wellbeing arena
	<b>Cognitive/Intellectual Skills</b>	
	<b>C1</b>	Contextualise theories and frameworks across the health and wellbeing dimension
	<b>C2</b>	Analyse research and development in the health and wellbeing arena to improve outcomes
	<b>C3</b>	Proposed responses to address Health and Wellbeing complexities
	<b>C4</b>	Design and justify sustainable initiatives appropriately linked to the Health and Wellbeing domain
	<b>Practical/Professional Skills</b>	
	<b>P1</b>	Evaluate the changing situations within the Health and Wellbeing environment via supportive knowledge of good practice and relevant policy
	<b>P2</b>	Appraise the Sustainability agenda associated with the health and Wellbeing domain.
<b>P3</b>	Appraise appropriate planning mechanisms embedded within the health and wellbeing arena	
<b>Key Transferable Skills</b>		
<b>T1</b>	Communicate fluently and effectively via a range of mediums	
<b>T2</b>	Determine the value of effective team working	
<b>T3</b>	Apply self-reflection skills to enhance personal and professional development	
<b>15</b>	<b>Key Learning &amp; Teaching Strategy and Methods</b>	
	<p>The complex and multi-dimensional Health and Wellbeing sector adopt a range of strategies and approaches to understanding and evaluating concepts; therefore, it is essential an array of delivery styles and methods is embedded to reflect this via our classroom.</p> <p>A mixture of teacher led and facilitated sessions will be delivered which will include seminars, case study scenarios, lectures, and opportunities to collaborate. Professional agencies will feature across the programme identifying good practice linked to the Health and Wellbeing sector, which will showcase the grass roots delivery current within local, regional, and national communities. This will be through guest speakers from community groups, local authority stakeholders, and potential collaborative project work.</p> <p>The delivery model will be face to face sessions however students will gain digital skills throughout their course of study which will prepare them for modern working approaches and techniques such as the hybrid approach, often referred to and embraced in modern working society. The hybrid approach is when meetings occur between people who may</p>	

work in different settings, geographical positions and across multiple sites. Therefore, as students you will be encouraged to use different areas of the University building to join delivery sessions, building your confidence to present and deliver in a digital and technological environment.

Students will be encouraged to actively participate in both virtual and physical sessions, this will harness their Independent and critical learning attributes.

The teaching and learning opportunities will encourage students to identify their own strengths and weaknesses, enhancing knowledge and skills to support their future professional role/s.

Methods included across the programme:

Lectures

Student led/ interactive/ shared learning seminars

Case Studies

Skills workshops

Practical's

Group activities

Independent / E Learning/ On-line forums

All modules will feature these traditional methods to convey and exchange knowledge collaboratively. Some features will mirror the coproduction model which is used in the sector.

Guest speakers feature in specific modules at each level and are essential to support the students understanding of lived experiences.

In recognition of section 4.3 of the Subject Benchmark Statement for Health Studies (2019), the following methods have been included: peer-led learning, peer-assisted learning, work-based learning. These feature at level 4 in the Interventions for Wellbeing module and 5 in the Project Management in Health and Wellbeing Practice and Leadership of Wellbeing in the workforce modules. These will support the students to develop the expected skills for the workplace upon graduating.

Inclusive and diverse inquiry will be embraced and incorporated across the programme which, in practice, will mean module materials will reflect Equality, Diversity and Inclusivity. This will also ensure the academic platform will support all races, ethnicities, genders, sexual orientation, and disabilities, acknowledging that knowledge is collectively produced.

The Sustainability agenda, pertinent to Health and the Higher Education community will weave across the award ensuring future graduates can respond to the Climate Emergency, noted across Public Health and NHS domains. Climate Change will threaten the health and wellbeing of communities demanding adaptation and change to respond to the challenges ahead.

Students will become adept and efficient with a suite of programmes and applications whilst studying at UCLeds. The potential for developing skilled hybrid working techniques will support the digital literacy of all students. Where appropriate, the use of Google Meet live streamed from the classroom will be possible and remote tutorial sessions will be available.

	<p>Literacy and numeracy skills will continue to be embedded through module delivery and class-based tasks.</p> <p>The library team will support student research and referencing skills in a negotiated study programme alongside the staff team. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students.</p>
<p><b>16</b></p>	<p><b>Key Assessment Strategy and Methods</b></p> <p>A range of assessment features across this programme reflect the diverse mechanisms for cascading information within the Health and Wellbeing sector. The range of assessment tasks include: presentations, Seminar presentations, personal development plans, essays, reports, web design, intervention design, case studies, and project design and delivery experience allowing them to develop reflective thinking but also build essential employability skills. Autonomous and Independent learners will emerge as students can identify specific areas of interest to deep dive within the knowledge base for their assessments and potentially steer their career focus.</p> <p>The rich and diverse backgrounds our students hold is supported and embraced with opportunities which allow them to create and co –create assessment through selecting topic choices. This allows for an inclusive curriculum, ensuring students see themselves reflected across the award, by allowing them to choose areas of personal and relevant interest.</p> <p>Formative and Summative assessments feature across the programme. A formative assessment enables students to identify that their progress is suitably aligned to the summative assessment and are suitably positioned in the module’s timetable. The summative assessment is graded and contributes towards the award classification but also provides feedback and feed forward opportunities, allowing students to understand areas to enhance for future work. Full details of Assessment brief, guidelines and workshops will feature in every module and will be detailed in the Module Handbook.</p> <p>The incremental assessment looks towards building self-confidence and each level is designed to assess core elements:  Level Four - Describe, demonstrate, identify, examine, understand, and explain.  Level Five - Evaluate, appraise, analyse, interpret, and contextualise</p> <p>The assessment strategy allows students to meet the overall course aims, programme attributes, and module learning outcomes. The award also embeds spiral curriculum opportunities where students will build upon knowledge between semesters and across the award span.</p> <p>The assessment types have emerged following a review of key strategy documents, investigation of current working practices, and analysing relevant Job Adverts to seek the skills sought. These skills have been modelled through the development of the Assessment Types.</p> <p>In addition, to reviewing relevant documents, consultation occurred with Leeds City Council, National Creative Health Network and the Leeds Art Health and Wellbeing network. Via these discussions the element of project-based assessment was highlighted as being fundamental to future health and wellbeing employees.</p>

Through identifying relevant job person specifications, the skills identified were good communication, time management, awareness of community development approaches, knowledge of intervention-based strategies, population-based health awareness, and IT proficiency; this demand and requirement has helped shape the assessment methods.

Creative thinking, problem solving, and effective communication are examples of ways in which the students will develop their real-life skills. Scenario based case studies allowing for peer-to-peer feedback will also enhance the interpersonal relationships, all deemed pivotal to enhancing positive outcomes in the health and wellbeing domain.

Monitoring and tracking of student progress is critical to the success of each student. The curriculum team will use internal bespoke systems to ensure that each student is making appropriate progress regardless of the delivery method undertaken. The tutorial process will ensure that each student remains 'on track' with any appropriate interventions.

17	<b>Programme Modules</b>						
	<b>Level 4</b>						
	<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Core/ Option</b>	<b>Non- Compensatable</b>	<b>Compensatable</b>	<b>Variance</b>
		Academic and Digital Skills	20	Core		x	
		Fundamental of Health and Wellbeing	20	Core		x	
		Communication and Interpersonal skills	20	Core		x	
		People and Places	20	Core		x	
		Interventions for Wellbeing	20	Core		x	
		Factors Affecting Health and Wellbeing Behaviour	20	Core		x	
	<b>Level 5</b>						
	<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Core/ Option</b>	<b>Non- Compensatable</b>	<b>Compensatable</b>	<b>Variance</b>
		Research Methods	20	Core		x	
		Creative approaches for Mental Health and Wellbeing	20	Core		x	
		Project Management in Health and Wellbeing Practice	40	Core	x		
	Contemporary Issues in Health	20	Core		x		
	Leadership of Wellbeing in the workforce	20	Core		x		



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**Programme Structure**

The programme structure is sequenced to allow a gradual development of relevant sector skills. At each level the modules are positioned to provide a range of fundamental knowledge and understanding to secure progression to the next stage. All modules are 20 credits, apart from one at level 5 which is 40 credits.

The delivery will be face to face using technology as and when appropriate. An extensive Virtual Learning Environment will support this.

The full-time students study the modules over two days, are allocated 3 hours per module delivery and have academic support sessions on their timetable.

Students studying this foundation degree part-time will attend for 1 day per week at either University Centre Leeds or Keighley Campus and should be employed in a relevant workplace throughout their studies. Learning will be supported by the UCLeeds' and Keighley Virtual Learning Environment.

The part-time students study the modules in one day will be allocated 2 hours per module for delivery, the rationale behind this is due to their substantive industry experience they will already have a good underpinning knowledge of the sector and its requirements.

All students will follow the study programme outlined below.

Please see the chart below.

**Level 4**

Sem 1 (Weeks1-15)	Academic and Digital Skills (20 credits)	Communication and Interpersonal Skills (20 credits)	Fundamentals of Health and Wellbeing (20 credits)
Sem 2 (Weeks 16-30)	People and Places (20 credits)	Interventions for Wellbeing (20 credits)	Factors Affecting Health and Wellbeing Behaviour (20 credits)

**Level 5**

Sem 1 (Weeks1-15)	Creative Interventions for Mental Health and Wellbeing (20 credits)	Research Methods (20 credits)	Project Management in Health and Wellbeing Practice (40 credits)
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	Sem 2 (Weeks 16-30)	Leadership in Wellbeing for the Workforce (20 credits)	Contemporary Issues in Health (20 credits)	
<b>19</b>	<b>Apprenticeships</b>			
	N/A			
<b>20</b>	<b>Support for Students and Their Learning</b>			
	<p>A structured pre-enrolment and on-course support system is in place, where all students identify any support needs on their application form and support systems are discussed at this point. The admissions team will make the departments and HE Learning Support Officer aware of any additional support requirements identified from the student's application form. Support for students and their learning is available via the HE Learning student support team based at the University Centre yet also supporting those studying at Keighley where students can gain support for a variety of issues such as dyslexia, other learning difficulties and assessments to assess students for disabled student allowance (DSA funding).</p> <p>Health subject 'keep warm' events will be delivered July/August when all students who have applied will be invited to The University Centre. For those who may be unable to attend due to geographical challenges, opportunities to engage remotely will also feature. Students will be given the opportunity to speak to tutors, meet fellow applicants and take part in various Health and Wellbeing subject related activities. This gives the students an opportunity to meet tutors and other students and tutors can speak to the applicants about their aims and objectives for the programme. Tutors can then ensure applicants can fully understand the content of the programme and assist with any queries or questions. Contact with the Programme Manager or Course Leaders will be maintained during the application-to-enrolment period, as well as on course. Support services are further discussed and signposted at enrolment and during induction, as well as through the structured tutorial programme.</p> <p>For all students, there is tailored support from the moment they apply and is enhanced further within the detailed induction programme. During the induction week, tutors will undertake a one to one with each student and discuss potential goals for the upcoming</p>			

year. Induction will also include guidance sessions on using the VLE and support to upskill digital literacy and this will continue throughout the Academic year.

The communication system used by the department gives students access to the programme team; this includes e-mail, on-line texting system (Google Chat), the VLE (Google Classroom) and contact details will be provided on the course notice boards (virtual). All necessary information about the programme is provided by means of the student Course handbook, module handbooks and the VLE.

The way in which the tutorial system has been structured means each student is allocated at least one tutor for regular tutorials and personal development planning. Where a student is to study modules focusing on a particular occupational sector a tutor will be allocated. This is implemented in the first term and continued throughout the two years of study. Tutorials are tracked throughout the use of the on-line ProMonitor software.

The tutorial system supports, delivered across both campuses', individual students in accordance with their personalised learning needs, where progress and development aim to enhance opportunity for both academic and personal success for the duration of the Foundation Degree.

Although students are encouraged to become independent learners, access to the academic skills hub at the University Centre and Keighley library also offers advice and guidance on a range of topics such as referencing and improving their overall academic writing style. The health department have also employed a Student Support Manager and an Academic Skills Tutor, who supplements the level of support provided to students and will hold 1-2-1 support meetings with students across all levels of study.

The free Chromebook provided to students allows students to access the internet, online library resources, academic journal databases, use the webcam to record online videos or screencasts, complete interactive activities through the Google Education platform and offers functional capabilities such as printing, so that students do not have to log on to a desktop computer. This offer also works towards a key Equality, Diversity and Inclusion objective: Social Mobility; which may also support addressing the BAME attainment gap.

The library staff in addition to the teaching team will support students' research and referencing skills in a negotiated study programme alongside the course. This will also include support to access electronic sources for blended study. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students. Finally, there are a range of student services available such as welfare, counselling, financial and careers advice.

In conjunction with the Student Support team, students with identified needs can modify their assessment directly with the lecturing team if situations arise that prevent them from meeting deadlines. This is done via short extensions, reasonable adjustments or mitigation processes. This ensures students can achieve to the full potential without being disadvantaged by scenarios, such as a Pandemic, which can severely disrupt their studies.

The course team will help support students with course, but the Student Support team can provide support for personal, financial, additional learning and career-related queries. Giving help to find practical information or someone to talk to, giving comprehensive and confidential advice.

	<p>For students who identify as having a learning need, support is available through the UCLeeds and Keighley Additional Student Support team. Students can either self-identify or be referred by their tutor should the need arise. The Additional Student Support team can conduct needs assessments, make applications for Disability Support Allowance and directly support students on a one to one on an ongoing regular basis.</p> <p>The wellbeing team are a fundamental element for Student support, as noted above. Mental Health support is available which can be accessed through self-referral or with the support of staff. Poor mental health may be linked with academic commitments but may also be much wider and this allows students to have safe spaces to talk about any issue which may be affecting their mental health. This may include discrimination, racial stereotyping, bias, stigma, social and cultural inequalities.</p> <p>UCLeeds also dedicates a week around Mental Health Awareness, providing visible, focused events that students can access and staff from both Campus locations can also update their knowledge, so to be best positioned to help students succeed.</p> <p>The wrap around support approach ensures students are cared for by the departments and the wider University departments, but also within the curriculum. Through this support we work to enable all students to reach their full potential, to break down the barriers which may minimise access and reduce participation. Through this, we hope progression and continuation rates to level six study, particularly for those currently underrepresented in the higher education sector, including students from disadvantaged backgrounds and students with physical and/or learning disabilities, will be achieved. Widening participation is at the core of our ethos and mission and is embedded in everything that we do.</p>
<p><b>21</b></p>	<p><b>Distinctive Features</b></p> <p>This course has been reviewed leaning on the local, regional, and national employers and subject specific specialists. Upon feedback and market intelligence the shape and content of this award reflects the contemporary and future vision of essential key stakeholders and employers within the Health and Wellbeing sector. Through the in-depth consultation with experts in the employment sector, this award has been designed to ensure the future proofing for our graduates as you in will be equipped with the correct skills, knowledge and experience.</p> <p>As the health and wellbeing agenda is embraced through wider networks, this course invites a holistic understanding of people and their communities in relation to the needs and health requirements from a range of perspectives: Mental, Emotional, Environmental, Social and political. This wide range of knowledge will allow students to work in a range of sectors.</p> <p>The course aims to create inspirational and forward-thinking Health and Wellbeing professionals, whose awareness of Health Inequalities and the barriers people face will provide appropriate solutions to address these. The creative interventions and approaches will be developed alongside project management skills, this will also be informed by existing good practice in operation via the use of guest speakers/ external experts.</p> <p>The Health and Wellbeing employment market identifies a need for a key awareness in specific areas with the development of roles across the Public, Private and Third sectors. Roles such as: Health and Wellbeing officer, Community Health and Wellbeing facilitator, Student wellbeing officer, Health and Wellbeing coaches, Community Health and Wellbeing Manager and Emotional Wellbeing practitioner. Leeds City Council (2022)</p>

	<p>(Public Health) claim 9,650 people currently working within the third sector supporting community health and wellbeing.</p> <p>With the awareness of the Left Shift Blueprint agenda for Leeds, which is also transferrable to all UK settings, students will gain a sound understanding of mental wellbeing, the sustainability agenda which is becoming an essential element for society, alongside social and wider aspects of health, these key subject areas will provide excellent graduate attributes for the future Health and Wellbeing sector. The FD Health and Wellbeing award has been built upon a solid consultation process that included local government, the third sector, the employment sector associated within the health and wellbeing arena and health and care champion groups. The course will continue to harness the partnership and collaborative involvement of the local drivers and employers, ensuring that as students, you are keeping at the forefront of development and future vision.</p> <p>Students will benefit from a bespoke site that outlines job opportunities and provides links and suggested contacts to enable them to secure work within the health and wellbeing arena. This will allow students to pursue potential work and voluntary opportunities whilst studying but also for developing connections for their future work settings.</p>
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## Stage Outcomes (Undergraduate Awards only)

### Typical Questions/Comments

- a frequent discussion point at approval events is how distinct the outcomes are at each stage/level. The University Level Descriptors and the “Rough Guide to Learning Outcomes” will assist in this process
- the stage outcomes should reflect the student learning journey through the programme, i.e. be developmental across stages/levels. Occasionally an outcome is not delivered until the final level (although it is rare that it is not introduced at a lower level and developed)

**Key:** K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Interpret a range of theories, concepts and beliefs relating to Health and Wellbeing	Explain a range of theories, concepts and principles relating to Health and Wellbeing
K2	Analyse key values and principles associated with personal and professional development in relation to the Health and Wellbeing sector	Explain key values and principles associated with personal and professional development in relation to the Health and Wellbeing sector
K3	Examine contemporary debates within the Health and Wellbeing arena	Identify and discuss contemporary debates within the Health and Wellbeing arena
C1	Contextualise theories and frameworks across the health and wellbeing dimension.	Explain theories and frameworks across the health and wellbeing dimension

C2	Analyse research and development in the health and wellbeing arena to improve outcomes	Examine research and development in the health and wellbeing arena to improve outcomes
C3	Proposed skilled responses to Health and Wellbeing complexities	Develop reflexive thinking linked to Health and Wellbeing
C4	Design and justify sustainable initiatives appropriately linked to the Health and Wellbeing domain	Describe sustainable initiatives appropriately linked to the Health and Wellbeing domain
P1	Evaluate the changing situations within the Health and Wellbeing environment via supportive knowledge of good practice and relevant policy	Examine changing situations within the Health and Wellbeing environment via supportive knowledge of good practice and relevant policy
P2	Appraise the Sustainability agenda associated with the health and Wellbeing domain.	Understand the Sustainability agenda associated with the health and Wellbeing domain.
P3	Appraise appropriate planning mechanisms embedded within the health and wellbeing arena	Identify appropriate planning mechanisms embedded within the health and wellbeing arena
T1	Communicate fluently and effectively via a range of mediums	Communicate in a range of mediums
T2	Determine the value of effective team working	Explain the value of effective team working
T3	Apply self-reflection to enhance personal and professional development	Identify the value of self reflection for personal and professional development

## Map of Outcomes to Modules

Please provide a map for each named pathway or separate award. Insert outcomes key across the top of each column, adding in additional columns where necessary, insert module titles in the left of the grid and place an “A” in the box where the programme/stage outcome is assessed. The modules must collectively facilitate the achievement of the programme learning outcome and be appropriate for the awards.

This map provides an overview of how all of the modules fit together to cover the learning outcomes through summative assessment so use this as a check to make sure that you have avoided the common problems identified in Sections 16 and 19. An outcome should normally be achievable through more than one module. Where this is not possible, cross-reference to Section 19 the programme modules and ensure the module is noted as non-compensatable.

**For Undergraduate programmes please provide a map for each Stage, e.g. Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.**

Module Titles	Outcome Key												
	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3
<b>LEVEL FOUR</b>													
Academic and Digital Skills		X	X								X		X
Fundamentals of Health and Wellbeing	X				X	X	X						
Communication and Interpersonal Skills		X				X					X	X	X
People and Places			X	X				X	X	X			
Interventions for Wellbeing				X			X	x				X	



Factors Affecting Health and Wellbeing Behaviour	X				X				X	X			
<b>LEVEL FIVE</b>	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3
Research Methods	X			X	X			X		X			
Creative approaches for Mental Health and Wellbeing	X		X	X								X	X
Project Management in Health and Wellbeing Practice			X			x	X				X	X	X
Contemporary Issues in Health	x	X		X	X				X	X			
Leadership of Wellbeing in the workforce		X					X	x	X		X		

**Map of Teaching and Learning Methods**

<b>Level 4</b>											
<b>Module Titles</b>	<b>Methods</b>										
	Lectures	Student led/ interactive/ shared learning seminars	Peer Led Case studies / Case Studies	Skills workshops	Practical's	Group activities	Guest speakers	Independent / E Learning/ On-line forums	peer-led learning	peer-assisted learning	context-based learning
Academic and Digital Skills	X	X		X	X	X		X			
Fundamentals of Health and Wellbeing	X		X	X	X	X		X			
Communication and Interpersonal Skills	X	X	X	X	X	X	X	X			
People and Places	X	X	X			X	X	X			
Interventions for Wellbeing	X	X	X	X	X	X	X	X	x	x	x
Factors Affecting Health and Wellbeing Behaviour	X	X	X			X		X			

Level 5	Methods										
	Lectures	Student led/ interactive/ shared learning seminars	Peer led Case studies / Case Studies	Skills workshops	Practical	Group activities	Guest speakers	Independent / E Learning/ On-line forums	Peer led Learning	Peer assisted Learning	Context based learning
Research Methods	X	X		X	X	X		X			
Creative approaches for Mental Health and Wellbeing	X	X	X	X	X	X	X	X			
Project Management in Health and Wellbeing Practice	X	x	x	x	x	x	x	x	x	X	X
Contemporary Issues in Health	x	x	x			x		x			
Leadership of Wellbeing in the workforce	x	x	x	x	x	x		x	x	X	X

### Map of Assessment Methods

Level 4	Methods						
Module Titles	Report	Reflective E-Journal	Case Studies	Resource Presentation	Presentation	Poster Presentation	Essay
Academic and Digital skills					T2: 50% E-presentation 15 minutes (1500 words equiv) Wk 13		T1:50% 1500 words Wk 7
Fundamentals of Health and Wellbeing	T1: 60% 1800 words – Wk 9			T2: 40% 10 minutes (1200 word equiv) Wk 15			
Communication and Interpersonal Skills		T1: 100% 3000 words Wk14					
People and Places	T1: 100% 3000 words Wk 30						
Interventions for Wellbeing			T1: 50% 1500 words Wk 21			T2: 50% 1500 words WK 29	
Factors Affecting Health and Wellbeing Behaviour					T1: 30% 1000 words Wk 23		T2: 70% 2000 words Wk 30

**Level 5**

<b>Module Titles</b>	Report	Web construction	Essay	Narrative Literature Review	Seminar Presentation	Presentation	Portfolio
Research Methods				T1: 100% 4000 words Wk 15			
Creative approaches for Mental Health and Wellbeing			T2: 50% 2000 Wk 13			T1: 50% 15 min (2000 words equiv) Wk7	
Project Management in Health and Wellbeing Practice						T1: 25% 15 mins (2000 words equiv) Wk 10	<b>T2: 75%</b> Equiv 6000 words Wk 30
Contemporary Issues in Health	T1: 50% 2000 Wk 22				T2: 50% Case Study Presentation (2000 words equiv) WK 29		
Leadership of Wellbeing in the workforce		T1: 100% Website Equiv 4000 words					

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