

Programme Specification

1	Awarding Institution/Body	Luminate Education Group
2	Delivery Location(s)	University Centre Leeds
3	Programme Externally Accredited by (e.g., PSRB)	N/A
4	Award Title(s)	BA (Hons) Leadership and Management in the Health Sector (Clinical) (Top up) BA (Hons) Leadership and Management in the Health Sector (Community) (Top up)
5	UCAS Code	8P38 - Health Management (Clinical Pathway) BA(Hons) (Top-Up) 8P39 - Health Management (Community Pathway) BA(Hons) (Top-Up)
6	Apprenticeship	N/A
7	HECoS Code and Description	100473: Health Studies HeCOS
8	Mode of Attendance	Full Time: Face to Face/Online /Distance Learning (1 year) Part Time: Face to Face/Online/Distance Learning (18 months)
9	Relevant QAA Subject Benchmarking Group(s)	Benchmarks Framework for Higher Education Qualifications (FHEQ) FHEQ https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf SEEC Credit Level Descriptors for Higher Education SEEC Level Descriptors Available at https://seec.org.uk/wp-content/uploads/2021/03/SEEC-Credit-Level-Descriptors-2021.pdf UNESCO sustainability competencies (UNESCO, 2017) UNESCO cross-cutting and specialized SDG competencies UN SDG:Learn QAA (2024) Subject Benchmark Statement Health Studies Accessible at: Subject Benchmark Statement: Health Studies

10	Relevant Additional External Reference Points (e.g., National Occupational Standards, PSRB Standards)	Skills for Health (2025) Health Functional Map – National Occupational Standards. Available at: https://tools.skillsforhealth.org.uk/health-functional-map/#157502																		
11	Date of Approval/ Revision	September 2025																		
12	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others) <u>Top Up Entry Criteria</u> <table border="1"> <thead> <tr> <th></th><th>Typical offer</th><th>Minimum Offer</th></tr> </thead> <tbody> <tr> <td>Foundation Degree:</td><td>Pass of an FD in a relevant subject (e.g. Health and Wellbeing, Social Care, Health Play Specialist, Healthcare Assistant Practitioner, Health and Social Care, Public Health, Nursing Associate, Paramedic Science, Healthcare Management, Leadership and Management in Health and Social Care, Mental Health and Wellbeing, Nutrition).</td><td>An overall Pass grade (module average) on the second year of an FD in a relevant subject</td></tr> <tr> <td>HND:</td><td>Pass grade in a relevant subject (e.g. Health and Wellbeing, Social Care, Health Play Specialist, Healthcare Assistant Practitioner, Health and Social Care, Public Health, Nursing Associate, Paramedic Science, Healthcare Management, Leadership and Management in Health and Social Care.</td><td>Pass grade in a relevant subject</td></tr> <tr> <td>IELTS:</td><td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td></tr> <tr> <td>International qualifications:</td><td colspan="2">International qualifications will be assessed against these criteria</td></tr> <tr> <td>Mature applicants:</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. For example, someone who has supervised staff for several years in health or social care settings and completed a range of vocational training to support their role. Candidates in this category will be asked to provide a portfolio of evidence which they will be able to map to the module learning outcomes of an appropriate Level 5 qualification (e.g. FD Health and Wellbeing, Healthcare Assistant Practitioner or Health Play Specialist). This will then be assessed for Accreditation of Prior Achievement (APA) ensuring they are of regulatory/professional suitability and academic level appropriate for the entry to the programme. *21 years and over at the start of the course </td></tr> </tbody> </table>			Typical offer	Minimum Offer	Foundation Degree:	Pass of an FD in a relevant subject (e.g. Health and Wellbeing, Social Care, Health Play Specialist, Healthcare Assistant Practitioner, Health and Social Care, Public Health, Nursing Associate, Paramedic Science, Healthcare Management, Leadership and Management in Health and Social Care, Mental Health and Wellbeing, Nutrition).	An overall Pass grade (module average) on the second year of an FD in a relevant subject	HND:	Pass grade in a relevant subject (e.g. Health and Wellbeing, Social Care, Health Play Specialist, Healthcare Assistant Practitioner, Health and Social Care, Public Health, Nursing Associate, Paramedic Science, Healthcare Management, Leadership and Management in Health and Social Care.	Pass grade in a relevant subject	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria		Mature applicants:	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. For example, someone who has supervised staff for several years in health or social care settings and completed a range of vocational training to support their role. Candidates in this category will be asked to provide a portfolio of evidence which they will be able to map to the module learning outcomes of an appropriate Level 5 qualification (e.g. FD Health and Wellbeing, Healthcare Assistant Practitioner or Health Play Specialist). This will then be assessed for Accreditation of Prior Achievement (APA) ensuring they are of regulatory/professional suitability and academic level appropriate for the entry to the programme. *21 years and over at the start of the course	
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Additional entry criteria

	Criteria
GCSE English: Desirable but not essential	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. Guidance: The industry may require you to have English Language Grade 4 or equivalent to work in the sector.
GCSE Maths: Desirable but not essential	Maths Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs Guidance: The industry may require you to have Maths Grade 4 or equivalent to work in the sector.
References:	An appropriate reference required.

13 Educational Aims of the Programme

This Top Up programme is designed to equip graduates with the essential skills to lead and manage the health workforce in both clinical or community settings. Graduates will gain a comprehensive understanding of sector-specific operational requirements and develop the agility to lead through change effectively. The programme emphasises the importance of maintaining professional boundaries to support workplace wellbeing while responding to the dynamic demands of today's healthcare landscape.

Programme Aims:

- Foster graduates who can critically reflect on leadership and management in health services, preparing them for future roles.
- Cultivate intellectual attributes that promote independent, motivated, and inquisitive students who are resourceful in their leadership.
- Encourage active engagement with discourses surrounding health management, emphasising integrated and interprofessional approaches.
- Develop reasoning and decision-making skills, enabling graduates to prioritise, engage with policy, and understand its impact on practice.
- Prepare graduates to meet the evolving needs of the healthcare sector with the knowledge and skills to drive sustainable development locally and beyond.
- Promote collaborative learning, respect for diverse perspectives, and the ability to navigate and resolve conflicts in group settings.

14 Learning Outcomes

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:

Knowledge and Understanding

K1	Critically appraise theories, research and policy that supports agile leadership in a health setting.
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	K2	Critically analyse relationships between, political drivers and market need in leadership and management in health settings.	
	K3	Critically evaluate principles and practices in health leadership and management.	
	Cognitive / Intellectual skills		
	C1	Critically analyse sustainable development problem-solving frameworks within the field of Health Management.	
	C2	Critically appraise novel (entrepreneurial) ideas and create their own visions for the future healthcare workforce.	
	C3	Critically evaluate ethical positions and their application to health practice	
	C4	Formulate strategic and innovative professional actions that promote sustainable development, locally, regionally or nationally.	
	Professional Skills		
	P1	Critically engage in collaborative practice with other professionals.	
	P2	Synthesise strategic thinking in relation to leadership and health management.	
	P3	Evidence anticipatory thinking skills in the leadership and management of the health sector to proactively identify and address potential challenges and opportunities.	
	P4	Critically apply creative digital skills to design innovative complex solutions and enhance healthcare management through technology.	
	Key Transferable Skills		
	T1	Critically reflect on their own values, perceptions and actions, consider their own role in their professions.	
	T2	Demonstrate critical questioning, through challenging norms, practices and opinions.	
	T3	Collaborate effectively and learn reflexively from others, including peers and others inside and outside of their workplace.	
	T4	Lead and facilitate collaborative and participatory complex problem-solving.	
	Pathway Specific Outcome for Pathway 1 <i>Community</i>		
	S1	Critically apply interdisciplinary knowledge and collaborative skills to design and implement initiatives that address community needs promoting sustainable solutions.	
	S2	Critically evaluate principles that support resilient and sustainable community focused proposals.	
	Pathway Specific Outcome for Pathway 2 <i>Clinical</i>		
	S1	Critically analyse behaviours, attributes and competencies that demonstrate leadership through a theoretical model or framework.	
	S2	Critically appraise scientific data to ensure the generation of high-quality evidence for health policy and practice.	
15	Key Learning & Teaching Strategy and Methods		
	<u>Introduction</u>		

Effective teaching requires more than delivering content but demands a range of teaching methods that cater to diverse learning needs. This strategy incorporates a blend of traditional and modern approaches, including lectures, collaborative activities, technology integration, and experiential learning. By aligning teaching methods with students' learning styles, subject matter, and educational goals, a student will experience a dynamic and inclusive learning environment that promotes engagement, critical thinking, and mastery of skill. Healthcare is constantly evolving as it responds to demands and within that agile arena, leaders and managers must also perform in that dynamic environment. Subsequently it is essential to showcase the next generation of Leaders and Managers the array of delivery mechanisms available which will be appreciated via the methods employed.

This teaching and learning strategy has been developed considering the 2024 QAA Subject Benchmark Statement for Health Studies.

Delivery of content will be through three possible methods: face to face in a classroom; online in a virtual classroom (e.g. Google Meet, Zoom or Teams); or through pre-prepared distance learning packages (e.g. SCORM). The content will be comparable across all three delivery methods.

Through providing a choice of delivery, the award aims to embrace inclusivity, equality and allow for progressive acquisition of subject specific skills. In addition, the methods will also harness active and reflective learning, allowing for critical thinking to emerge alongside problem solving and analytical solution focused learning. During the delivery of each module students will be encouraged to access support on their academic journey as noted in section 22.

Historically our course has attracted a large proportion of mature students with extensive industry experience. Teaching will draw on this peer experience to add value to work related learning and the development of practical knowledge. Guest lectures and signposting to industry webinars will further complement this. Reflective evaluation of the work-related learning experiences will be used to deepen critical understanding.

Some students may lack confidence in studying at level 6; for example, they may have been out of education for several years, been put off by previous experiences, or worked in environments that do not utilise technology. Any students who lack confidence in digital or academic skills will be supported through an initial assessment and identification of needs. Induction will include the skills needed to access the resources on Blackboard where students can find a suite of instruction videos, written guides and tasks to empower their development of digital literacy and academic competency. Any digital tools used in face to face or online sessions will be differentiated to allow tutors to identify who needs more support. Regular tutorials with a study coach will be available to identify any ongoing issues, signposting extra support where needed.

Face to face and Online delivery

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 sector, supported through guest speakers from community groups, mainstream health providers and local authority stakeholders.

Students will gain digital skills throughout their course of study which will prepare them for modern working approaches and techniques. The student VLE will provide a sustainable approach allowing students to access materials both in the classroom delivery sessions and to support their study outside the timetabled delivery times. Students will also engage in chat forums and discussion portals, again supported by their VLE and workspace platform. Through actively engaging in electronic resources throughout their study, digital skills will be built, which in turn will develop and increase the student's confidence in digital literacy.

The teaching and learning opportunities will encourage students to identify their own strengths and areas for development, enhancing knowledge and skills to support their future professional roles. The various delivery methods will include lectures, seminars, skills workshops, debates, external speakers and group activities. Students will also be encouraged to interact via live online chat forums and utilise the digital platforms that will compliment all teaching methods.

For the modules that have identified guest speakers, all students will be invited to attend the live session either face to face or online, any that are not able to attend the session will be recorded and all students will be able to access the recording.

Distance delivery

The content will be delivered to distance students through pre-prepared online packages (e.g. SCORM). This content will be comparable with that delivered through live teaching, but the methods will reflect the distance learning style. This could include short bitesize recorded lectures, other multimedia learning, infographics, followed by interactive activities, quizzes, interactive case studies, discussion boards, simulated research activities, artificial intelligence live feedback and questioning, problem-based scenarios, and role-playing activities. Specific activities will be set which will be marked by a tutor who will provide formative feedback.

Distance students will be assigned a tutor from the curriculum team who will be available to respond to queries and provide feedback on activities. They will also be supported through workshops or seminars (delivered at times that suit the student cohort), and one to one sessions.

All students will be given a digital health check before the start of the course but distance students will also complete a pre-induction package will be delivered to the students, to ensure that they are able to access the systems and have the skills required to complete a course online.

Modules

Leading Through Change, **Major Independent Study**, and **Policy and Governance** are designed to develop critical thinking, academic, research, and workplace skills. Students engage in case studies, problem-solving activities, and debates to enhance critical analysis and decision-making. Collaborative projects, interactive seminars, and student-led discussions in modules like **Communities and Civil Society** and **Leading Through Change** strengthen academic and workplace skills, fostering leadership and teamwork. Research-focused modules such as **Major Independent Study** and **Epidemiology** emphasise literature review, data analysis, and critical appraisal of research, while **Sustainable Health Strategies** and **Collaborating with Stakeholders** activities equip students with practical problem-solving skills applicable to real-world healthcare settings. Both the face-to-face and distance learning methods ensures students develop these competencies in flexible, interactive environments, preparing them for both academic success and professional practice.

16	Key Assessment Strategy and Methods Assessment method strategies are essential tools, providing a structured approach to evaluating student learning and performance. These strategies encompass a variety of assessment types, including formative, summative, diagnostic, and self-assessment, each serving distinct purposes. An effective assessment method strategy ensures that feedback is aligned to the module learning outcomes, providing meaningful feedback into students' progress, areas for improvement and forward feedback. The use of diverse assessment tools such as presentations, reports, projects, vivas, strategy meetings, implementation plans, case studies, proposals and project reports, will allow the educators to gain a comprehensive understanding of student capabilities. This strategic approach not only enhances teaching effectiveness but also fosters a supportive environment where students can reflect on their growth and actively engage in their learning journey. The range of assessments which features across this programme reflect the diverse mechanisms for cascading information within the Health and Wellbeing sector. Autonomous and Independent learners will emerge, as students can identify specific areas of interest to explore in depth within the knowledge base for their assessments and potentially steer their career focus. The rich and diverse backgrounds of our students 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. Formative and Summative assessments feature across the programme. Formative assessments will be identified within the delivery schedule to ensure that students are prepared for the summative assessment, these formative activities and draft submissions are used to ensure that developmental forward feedback is provided for students to take account within their preparation of the assessment work ready for submission of the summative assessment. 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. The assessment types have emerged following a review of key strategy documents, investigation of current working practices, discussion with relevant professional bodies and analysing relevant job adverts to seek the skills sought. These skills have been modelled through the development of the assessment types. The assessment regime will also prepare the student to undertake large pieces of work as seen in allowing for a 100% assessment in each semester as the student build towards their 40-credit independent study module. The Major Independent Study module formative assessments develop key skills like critical thinking, research, and communication through tasks such as proposal presentations, annotated bibliographies, and mock meetings, providing valuable feedback before the summative assessments. The summative assessments, including a proposal presentation and either a research dissertation or project report, mirror real-world tasks, enhancing skills in public

speaking, data analysis, and report writing. These activities ensure students are well-prepared to apply their research and findings to real-world health challenges.

In the module **Collaborating with Stakeholders** formative activities prepare students for the summative assessment by developing critical skills such as reflective thinking, peer evaluation, and problem-solving. Tasks like reflective journals, peer assessment, and quizzes build foundational knowledge and analytical abilities, while in-class discussions and check-ins help students apply theories to real-world situations. These activities culminate in a comprehensive stakeholder engagement proposal, where students demonstrate their ability to identify stakeholders, assess risks, and develop strategies, directly linking to professional healthcare tasks.

The **Epidemiology module's** includes formative activities like data analysis exercises, case study discussions, and mock board meetings which build essential skills for the summative assessments, providing continuous feedback and collaborative learning opportunities. These tasks develop critical thinking, data collection, and analysis skills, preparing students to evaluate flawed data, engage in policy discussions, and apply technology in health research. The summative tasks, data practical and deep dive report, mirror real-world situations where students present findings, critique data, and use epidemiological trends to influence health policy and practice decisions.

Community and Civil Societies' formative activities involve critiquing existing community-based initiatives and engaging in student-led debates, helping students develop analytical and communication skills. These activities prepare students to identify key principles and approaches for creating innovative community solutions. The summative proposal allows students to showcase an entrepreneurial solution to a community need, applying the insights gained from formative tasks to design a collaborative partnership with civil society.

In **Leading Through Change**, formative assessments develop real-world skills by encouraging critical thinking through discussions, teamwork through group work and peer review, and adaptability through quizzes that identify knowledge gaps. Online assessments further enhance digital literacy, self-reflection, and engagement—key skills for professionals navigating modern healthcare environments. Summative assessments strengthen analytical and communication skills, with the 3000-word report developing expertise in evaluating change management and leadership in healthcare, while the 15-minute poster presentation builds the ability to present complex information concisely—both essential for real-world decision-making and professional practice.

The formative assessments in the module titled **Policy and Governance**, develop collaboration, critical thinking, and strategic problem-solving through peer discussions, policy analysis, and professional reflection. Engaging in tutorials and action planning prepares students to navigate workplace challenges, make informed decisions, and implement ethical, sustainable policies. Summative tasks strengthen real-world skills by requiring students to draft workplace policies and defend them in a viva, fostering legal awareness, stakeholder engagement, and effective communication.

Sustainable Health Strategies' formative assessments develop real-world skills by enhancing critical thinking, debate, and problem-solving through discussions on climate policy and mock strategy meetings, building confidence for workplace participation. Workshops using a flipped learning approach encourage strategic thinking and collaboration, mirroring real-life decision-making processes. Summative assessments further reinforce these skills by requiring students

	to engage in a team strategy meeting and develop an implementation plan using an eco-ethical leadership framework, preparing them for sustainability-focused leadership roles. 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. Communication, time management, collaboration, leadership and independent thinkers feature across both clinical and community roles which has not only shaped the diet of topics but also on how they are assessed, learning on the skills demanded within the workplace. The timings of the assessments have been planned to ensure that there is a spread during the year, so that they are not overloaded. The formative feedback points will provide ongoing feedback and ensure that the students will remain on track at key points during the year.
17	Industry Specific Skills Development The graduate attributes are specifically aligned to the Skills demand recognised for the health sector. Therefore, assessment methods are sculpted to assimilate the skills need and the teaching and learning content will enable the student to attain the knowledge, skills necessary. Engagement with the Industry specialists will feature across modules as Guest Speakers will add value to the experiential learning. Students may often be working within their field, and the Major Independent Study module allows them to conduct a piece of work in action or design a work focused project, which will embrace a collaborative approach within the industry. Modules may also provide opportunities to develop areas within their workplace through the assessments they undertake; for example: policy design, implementation plan and funding proposal as noted in Policy and Governance, Sustainable Health Strategies. Participating in a strategic planning meeting and viva voce will also provide good industry specific experience around defending rationale and decisions within the sector. The relationship built between the academic delivery team and the industry will ensure assessment detail remains current and contemporary as assessment brief details can be agile, allowing the student to focus their topic areas within their own interests and one that their workplace may also require. The Major Independent Study module will equip students with advanced planning, management, and problem-solving skills, enabling them to address real-world challenges in health practice through evidence-based, innovative solutions. Students will also refine critical thinking, data handling, communication, and reflexivity, ensuring they can engage stakeholders effectively and present well-informed decisions in both research and professional settings. Leading Through Change builds essential healthcare leadership skills. Through the report, students develop research, planning, and problem-solving abilities by analysing complex issues and proposing evidence-based solutions. The presentation assessment strengthens communication and leadership skills, ensuring students can confidently convey findings to

	diverse audiences. These competencies are highly valued by employers, preparing graduates for successful careers in healthcare management. The Collaborating with Stakeholders module's assessments develop key industry and transferable skills. Reflective journals, peer assessment, and discussions enhance communication, while group work and project-based tasks build teamwork and time management In the module Communities and Civil Society students will be able to understand the contemporary frameworks to create positive outcomes within a community. They will also gain valuable skills around understanding the collaborative needs of developing a healthy and positive community. A developed understanding around stakeholder engagement and able to analyse complex social issues from varying perspectives. The Epidemiology module will develop key industry skills. Students enhance critical thinking, data literacy, and problem-solving by analysing and presenting quantitative and qualitative data. Collaboration and resource management are strengthened through multidisciplinary teamwork. Communication skills are refined through accessible presentations and clear, data-driven reports. Students also reflect on personal biases in decision-making. Technological competency is built through health technologies and emerging digital tools, with a national perspective preparing them for diverse healthcare challenges. In Policy and Governance, undergraduates will be able to think and plan strategically within the healthcare setting. They will have the skills and knowledge to develop new policies and procedures within the workplace and provide a clear rationale for the implementation of these policies. Graduates will be confident that they are applying legal, ethical and sustainable considerations when decision making and problem solving in the workplace. In the module Sustainable Health Strategies, students develop interdisciplinary thinking by encouraging students to integrate knowledge from various fields to address complex healthcare challenges. A solution-focused and problem-solving approach equips students with practical strategies to navigate real-world issues effectively. By applying a systems leadership approach, students learn to lead change, collaborate across sectors, and drive sustainable improvements in healthcare settings.
18	Transferable Skills Development The strategy has been built around core documents and guidance from an array of health associated bodies: Health Studies QAA 2024 Benchmarks, Skills for Health, UK Public Health Register (UKPHR) and NHS careers. Communication features across all bodies and students will develop their communication techniques through the development and articulation via assessment but also during the course. Communication will be verbal and written but also listening skills and teamwork will be encouraged and necessary for students to engage in group work. Problem solving also features across these bodies and is deemed an essential portable attribute. Through the solution focused assessments and tasks encountered throughout the award students will develop their leadership and management to foster a nurturing and respected position, valuing others' opinions whilst working towards collaboratively achieving

	goals. These skills should equip learners to foster productive teams whilst resolving conflicts as they arise. Students will develop time management skills as they navigate the curriculum and meet the submission deadlines, and develop their agility to working at pace, on more than one project at a time. The variety of assessment will help towards their transferable skill development, as they will produce reports, lead stakeholder/professional meetings, conduct oral and written presentation and create digitally supported materials. Their use of digital technology is woven throughout the curriculum, which are widely valued skills (digital competence) in all areas of healthcare. Students will also refine critical thinking, data handling, and reflexivity, ensuring they can engage stakeholders effectively and present well-informed decisions in both research and professional settings. Being an entrepreneur is central to the new Health Studies benchmarks and the assessments have been developed to encourage this through investigative and innovative enquiry, which may harness new ideas to challenging existing ideas/opinions. The modules develop key transferable skills essential for a BA Health Leadership and Management degree by fostering critical thinking, problem-solving, and leadership abilities. Leading Through Change equips students with adaptability and resilience in managing transformation, while Policy and Governance enhances their understanding of regulatory frameworks and decision-making. Major Independent Study strengthens research, analytical, and project management skills, and Collaborating with Stakeholders builds communication and teamwork competencies crucial for multidisciplinary collaboration. Epidemiology sharpens data analysis and evidence-based decision-making, and Sustainable Health Approaches promotes strategic planning for long-term healthcare solutions. Lastly, Communities and Civil Society develops cultural awareness and engagement skills, ensuring graduates can effectively work with diverse populations to improve health outcomes.
19	Sustainability The key stakeholder institutions in the Health sector, including the NHS, Kings Fund, SCIE, NICE, and the Department of Health and Social Care, all highlight sustainability as a key theme in developing and maintaining a healthy population. As a result, the three areas, environmental, social and economic sustainability, are embedded throughout this course included in the programme learning outcomes, module learning outcomes, teaching and learning and assessment strategy. Sustainability is a core feature of the award as is noted across the health and business agenda in society. The link between health and sustainability will be understood as a core theme in the Policy and Governance Module. Within the community pathway, sustainability will feature as a dedicated module that supports the knowledge, skills and attributes required to sustain a vision that the future demands. Core competencies noted within the benchmark can be understood through the aims of this award, as students will study with the UNESCO sustainable competencies, considered essential for the Health Studies area, underpinning and driving the course curricula.

Reflecting the trend in industry towards paper free environment, the use of Virtual Learning Environments and other digital tools, will reduce the use of printed materials. However, the increasing concern over energy use, especially in the use generative AI and data storage will not be ignored and digital efficiency will be promoted. The course will also be based in a new building, which will be built to the latest environmental standards.

Social sustainability will be developed through developing an inclusive and diverse student population, something that the Health department at UC Leeds has excelled at for many years. Maintaining strong industry links also ensures this course is meeting the needs of employers, developing graduates with the relevant skills, values and knowledge.

The additions of distance and online delivery ensure that the course can run with economical efficiency where this is appropriate. Lecturers and guest speakers can be drawn from the broad range of disciplines across the wider Luminate Group if needed to provide specialist learning experiences.

20	Programme Modules				
	Level 6 Community Pathway				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Major Independent Study	40	Core	Non-Compensatable
		Policy and Governance	20	Core	Compensatable
		Leading Through Change	20	Core	Compensatable
		Sustainable Health Strategies	20	Core	Compensatable
		Communities and Civil Society	20	Core	Compensatable
	Level 6 Clinical Pathway				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Major Independent Study	40	Core	Non-Compensatable
		Policy and Governance	20	Core	Compensatable
		Leading through Change	20	Core	Compensatable
		Collaborating with Stakeholders	20	Core	Compensatable
		Epidemiology	20	Core	Compensatable

21 Programme Structure 22

This programme is structured allowing for one intake a year, in September. The modules are predominantly 20 credits with one distinctive pathway module of 20 credits (in each semester), that identifies an award with either the Clinical or Community title. One 40 credit module will span across two semesters.

The degree will allow students to study in both part time and full-time modes. The full-time mode will ensure students complete within one academic year and the part time mode will allow students to complete within 18 months.

The Award will be delivered across two days in each Semester for full time students. This will be one full day of teaching and learning sessions for two modules module (6 hours). The second full day will be one full day of teaching and learning sessions for one module and 1 hour tutorial (4 hours).

Part time students:

This will be one full day of teaching and learning sessions for two modules (6 hours) and 1 hour tutorial, 7 hours in total.

The part time mode will allow students to study a maximum of 80 credits in one academic year. The 40-credit module can be condensed into one semester as this will be their only module of study in their second year of study.

All delivery patterns will have groups identified as peer review groups based on the dissertation topics so that they can meet online regular to support each other on the programme.

Weekly Delivery Structure (Face to Face or online mode of delivery)

Day One					
Semester 1		Policy and Governance 2 hours T&L session	Policy and Governance 1 hour seminar activity session	Sustainable Health Strategies (Com) or Epidemiology (Clin) 2 hours T&L session	Sustainable Health Strategies (Com) or Epidemiology (Clin) 1 hour seminar activity session
Semester 2		Leading through Change 2 hours T&L session	Leading through Change 1 hour seminar activity session	Communities and Civil Society (Com) or Collaborating with Stakeholders (Clin)	Communities and Civil Society (Com) or Collaborating with Stakeholders (Clin)

				2 hours T&L session	1 hour seminar activity session
Day Two					
Semester 1	Group tutorials/ One to One tutorial 1 hour	Major Independent Study 3 hours T&L session		Chat box for all students	Monthly drop-in workshop for all students
Semester 2	Group tutorials/ One to One tutorial 1 hour	Major Independent Study 5 X 3 hours T&L session (spread out through the semester)	Major Independent Study Supervision 13.5 hours (spread out through the semester)		

Weekly Delivery Structure (Distance Learning mode of delivery)

Day One					
Semester 1		Policy and Governance 2 hours T&L session (via SCORM Package)	Policy and Governance 1 hour seminar activity session (via SCORM Package)	Sustainable Health Strategies (Com) or Epidemiology (Clin) 2 hours T&L session (via SCORM Package)	Sustainable Health Strategies (Com) or Epidemiology (Clin) 1 hour seminar activity session (via SCORM Package)
Semester 2		Leading through Change 2 hours T&L session (via SCORM Package)	Leading through Change 1 hour seminar activity session (via SCORM Package)	Communities and Civil Society (Com) or Collaborating with Stakeholders (Clin) 2 hours T&L session (via SCORM Package)	Communities and Civil Society (Com) or Collaborating with Stakeholders (Clin) 1 hour seminar activity session (via SCORM Package)

					SCORM Package)
Day Two					
Semester 1	Group tutorials/ One to One tutorial 1 hour	Major Independent Study 3hours T&L session (via SCORM Package)		Chat box for all students	Monthly drop-in workshop for all students
Semester 2	Group tutorials/ One to One tutorial 1 hour	Major Independent Study 5 X 3 hours T&L session (via SCORM Package) (spread out through the semester)	Major Independent Study Supervision 13.5 hours (spread out through the semester) SCORM		Monthly touch point meeting with link tutor

September Intake

FULL TIME STRUCTURE (Face to Face / Online / Distance)

Community Pathway

Semester 1	Major Independent Study (40 credits)	Policy and Governance (20 credits)	Sustainable Health Strategies (20 credits)
Semester 2		Leadership through Change (20 credits)	Communities and Civil Society (20 credits)

Clinical Pathway

Semester 1	Major Independent Study (40 credits)	Policy and Governance (20 credits)	Epidemiology (20 credits)
Semester 2		Leadership through Change (20 credits)	Collaborating with Stakeholders (20 credits)

PART TIME STRUCTURE YEAR ONE (Face to Face / Online / Distance)

Community Pathway

Semester 1	Policy and Governance (20 credits)	Sustainable Health Strategies (20 credits)
Semester 2	Leadership through Change (20 credits)	Communities and Civil Society (20 credits)

PART TIME STRUCTURE YEAR TWO (Face to Face / Online / Distance)

Community Pathway

Semester 1	Major Independent Study (40 credits)
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PART TIME STRUCTURE YEAR ONE (Face to Face / Online/ Distance)

Clinical Pathway

Semester 1	Policy and Governance (20 credits)	Epidemiology (20 credits)
Semester 2	Leadership through Change (20 credits)	Collaborating with Stakeholders (20 credits)

PART TIME STRUCTURE YEAR TWO (Face to Face / Online/ Distance)

Clinical Pathway

Semester 1	Major Independent Study (40 credits)
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Part time Mode of Attendance
Students studying the part time route will infill into the full-time modules.

22 Apprenticeships

N/A

23 Support for Students and Their Learning

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 department 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 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).

Health subject 'keep warm' events will be delivered July/August when all students who have applied will be invited to The University Centre or they can be available online for the distance learning students. 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.

For all students, there is tailored support from the moment they apply and is enhanced further within the detailed induction programme. 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, the VLE and contact details will be provided on the course virtual notice boards. All necessary information about the programme is provided by means of the student course handbook, module handbooks and the VLE.

At induction this will be carried out face to face, online or distance learning to ensure that students are aware of the requirements of University Centre Leeds and the requirements of the course.

For the distance learning and online students, there will be pre induction to ensure they are able to access the required online resources and log onto the system.

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 duration of the course. Tutorials are tracked throughout the use of our management software.

The tutorial system supports 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 their degree.

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

Students are able to access the internet, online library resources, academic journal databases, use the webcam to record online videos or screencasts, complete interactive activities whilst onsite.

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 their full potential without being disadvantaged by scenarios, such as a significant life events, or a pandemic, which can severely disrupt their studies.

The course team will help support students with the 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.

For students who identify as having a learning need, support is available through the UC Leeds 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.

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. UC Leeds 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.

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. All the support mentioned is offered equally to full time, part time, online or distance learners. Tutorials will be offered outside normal working hours, if it is required by the student. It is the health team's aim to ensure there is an equity of experience for students on all modes of delivery. UC Leeds welcomes students for whom English is not their first language but show sufficient proficiency in the written language for the level of study. The team have vast experience in supporting these students to successful outcomes, acknowledging that they may require extra support to keep up with the pace of content. This support is provided: in the classroom using glossaries, dictionaries and differentiated learning; and through individual tutorials, where students can be signposted towards resources and proofreading of work. There has historically been a community of French speaking students who meet up to offer peer support.
24	Distinctive Features This course addressed the identified need from NHS, SCIE and Kings Fund for the development of leadership skills in the Health and Social Care sector. Other institutions offer a leadership element to their courses at Master's level, but there is increasing demand for graduates who can inspire change and innovate best practice at all structural levels. There are opportunities for graduates to progress onto Master's programmes including Adult Nursing, Mental Health Nursing, Public Health, and Social Work. University Centre Leeds has established links regionally and nationally and the symbiotic relationship which has developed, provides our students access to the emerging and developing visions within the health arena. The award has been developing following consultation with many of these industry links along with alumni, current students and subject specialists. This relationship enables us to draw on guest speakers and other learning opportunities; for example, visits to local charity organisations have been organised in the past. The exemplary student support this department offers ensures that barriers are removed, equality and inclusivity are held at the forefront of the Academic journey, to maximise student success. The department has achieved high rates of success for distance learners on the Health Play Specialist Foundation Degree programme. Our programmes have also supported many students for whom English is not their first language to achieve an honours degree. A range of novel assessment methods are used which often mirror tasks noted within the workplace, thus propelling our students forward in their experience and skills, appropriately aligned to the industry demands. For example: Multi-Disciplinary Team meeting; Data Practical; and Work-Based Proposals, are all part of the validated programme. The students are given the flexibility to pick the appropriate pathway for their chosen career. They can choose either clinical health or community health and wellbeing depending on their background and intended career path but also students can opt to study on campus, online or via a distance learning mode, either full time or part time. This is in response to student and employer feedback, who may need to work full or part time whilst studying. The online and distance methods also allow for students to access the course from remote locations.

This is potentially the first Bachelors top-up in a college based higher education institution that has been developed specifically as a pathway for Health Play Specialists to progress into management roles.

There are potential career pathways for this award, for example:

Clinical:

- Healthcare Manager
- Play Service Manager
- Primary Healthcare Centre Manager

Community:

- Wellbeing Centre Manager
- Third and Voluntary Sector Manager/Leaders
- Social Prescribing Team Leader
- Practice Manager
- Quality Manager
- Community Care Manager

Map of Outcomes to Modules

Module Titles	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	Pathway			
																S1 Com	S2 Com	S1 Clin	S2 Clin
Major Independent Study	X	X			X	X				X	X	X	X		X				
Leading Through Change	X		X	X			X			X		X							
Policy and Governance		X		X			X	X	X				X	X					
Sustainable Health Strategies				X					X		X			X	X	X	X		
Communities and Civil Society			X		X	X		X								X	X		
Epidemiology						X			X		X			X				X	X
Collaborating with Stakeholders			X		X			X										X	X

Map of Teaching and Learning Methods

Please provide a map for each named pathway or separate award. Adjust teaching and learning methods across the top of each column to suit your programme needs, adding in additional columns where necessary, insert module titles in the left of the grid and place a 'X' to indicate which methods will be used in each module. Please ensure you provide a good and appropriate mix of methods. Additional maps can be added for different delivery models, e.g., Apprenticeships.

Level 6

Module Titles	Methods						
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Group activities	Guest speakers	Distance Learning
Major Independent Study	X	X		X	x		X
Leading Through Change	X	X	X		X	X	X
Sustainable Health Approaches	X	X	X		X		X
Policy and Governance	X	X		X	X		X
Collaborating with Stakeholders	X	X	X		X	X	X
Communities and Civil Society	X	X	X		X	X	X
Epidemiology	X		X	X	X		X

Map of Assessment Methods
Level 6

Methods									
Module Titles	Proposal	Project	Policy Proposal	Viva	Steering Group Meeting	Plan	Report	Presentation	Data Practical
Major Independent Study		70% (6000 words) Week 30						30% (30 minutes, 4000 equiv) Week 10	
Leading Through Change							60% (3000 words) Week 25	40% (15 minutes, 2000 equiv) Poster Week 29	
Policy and Governance			70% (3000 words) Week 13	30% (15 minutes, 2000 equiv) Week 14					
Sustainable Health Strategies					40% (15 minutes, 2000 equiv) Week 8	60% (3000 words) Week 15			

Collaborating with Stakeholders – 100%	100% (5000 words) Week 28								
Communities and Civil Society	100% (5000 words) week 28								
Epidemiology							60% (3000 words) Week 15		40% (2hrs & 15 minutes) Week 9

Map Subject Benchmarks to Programme and Module Learning Outcomes

Review your QAA Subject Benchmark and cross reference this to modules within your programme and identify where subject benchmarks are being achieved throughout the programme.

Subject Benchmark Area – QAA Subject Benchmark Statement Health Studies – April 2024					
Threshold Level	Module & Learning Outcomes	Typical Level	Module & Learning Outcomes	Excellent Level	Module & Learning Outcomes
Able to question norms, practices and opinions, reflect on their own values, perceptions and actions, and take a position in the sustainable development discourse	C1 Leading Through Change & Policy and Governance & Sustainable Health Strategies	Synthesise specialist and interrelated knowledge of the multidisciplinary nature of Health Studies to create innovative solutions in health and health issues	C1 Leading Through Change & Policy and Governance & Sustainable Health Strategies	Adopt multiple perspectives to evaluate and problem-solve issues identified in health-related contexts	C1 Leading Through Change & Policy and Governance & Sustainable Health Strategies
Be able to develop and implement innovative actions that further sustainable development both at the local level and further afield	C2 Major Independent Study & Communities and Civil Society &	Be responsive to problems and opportunities by making new connections in the Health Studies space, and more widely	C2 Major Independent Study & Communities and Civil Society &	Synthesise specialist and interrelated knowledge of the multidisciplinary nature of Health Studies to create innovative solutions in health and health issues	C2 Major Independent Study & Communities and Civil Society &

	Collaborating with Stakeholders		Collaborating with Stakeholders		Collaborating with Stakeholders
Demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being	C3 Major Independent Study	Apply an in-depth awareness of ethical issues and professional codes of conduct in Health Studies.	C3 Major Independent Study	Discuss health inequalities within different populations and evaluate the impact of population interventions aimed at reducing health deficits in diverse ethnic communities	C3 Major Independent Study
Able to question norms, practices and opinions, reflect on their own values, perceptions and actions, and take a position in the sustainable development discourse	C4 Leading Through Change & Policy and Governance	Appreciate and engage in contemporary debates relating to sustainability and employability	C4 Leading Through Change & Policy and Governance	Apply different problem-solving frameworks to complex sustainable development problems within the field of Health Studies, develop viable, inclusive and equitable solutions, and utilise appropriate competencies to solve problems.	C4 Leading Through Change & Policy and Governance
Work as part of a team, taking responsibility for personal and group outcomes	P1 Policy and Governance & Communities and Civil Society & Collaborating with Stakeholders	Express themselves clearly using appropriate and multiple modes of communication methods, which include verbal, non-verbal and digital technologies relevant to the situation	P1 Policy and Governance & Communities and Civil Society & Collaborating with Stakeholders	Adopt multiple perspectives to evaluate and problem-solve issues identified in health-related contexts	P1 Policy and Governance & Communities and Civil Society & Collaborating with Stakeholders
Understand and evaluate multiple outcomes, create their own visions for the future, apply the precautionary principle, assess the consequences of	P2 Policy and Governance &	Able to develop and implement innovative actions that further sustainable development both at the local level and further afield	P2 Policy and Governance &	Apply cross-traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect on health issues	P2 Policy and Governance &

actions, and deal with risks and changes	Sustainable Health Strategies & Epidemiology		Sustainable Health Strategies & Epidemiology		Sustainable Health Strategies & Epidemiology
Understand the multidimensional and shifting nature of health to include physical, mental and social well-being, and its contemporary issues and challenges	P3 Major Independent Study & Leading Through Change	Identify problems and propose potential solutions	P3 Major Independent Study & Leading Through Change	Understand and evaluate multiple outcomes, create their own visions for the future, apply the precautionary principle, assess the consequences of actions, and deal with risks and changes	P3 Major Independent Study & Leading Through Change
Use relevant IT to collate, analyse, select and present information, demonstrating digital literacy	P4 Major Independent Study & Epidemiology	Express themselves clearly using appropriate and multiple modes of communication methods, which include verbal, non-verbal and digital technologies relevant to the situation	P4 Major Independent Study & Epidemiology	Synthesise specialist and interrelated knowledge of the multidisciplinary nature of Health Studies to create innovative solutions in health and health issues	P4 Major Independent Study & Epidemiology
Critically reflect on their own progress and act on feedback provided from multiple perspectives	T1 Major Independent Study & Leading Through Change	Able to reflect on their own values, perceptions and actions, consider their own role in the local community and broader society, continually evaluate and further motivate their actions, and reflect on their feelings and desires	T1 Major Independent Study & Leading Through Change	Understand and reflect on the norms and values that underlie one's actions; negotiate sustainable development values and principles; and set goals and targets, in a context of conflicts of interests, uncertain knowledge and contradictions within the health arena	T1 Major Independent Study & Leading Through Change
Compare and contrast different healthcare systems and underpinning health policy development	T2 Major Independent Study	Understand and reflect on the norms and values that underlie one's actions; negotiate sustainable development values and principles;	T2 Major Independent Study	Able to question norms, practices and opinions, reflect on their own values, perceptions and actions,	T2 Major Independent Study

	& Policy and Governance	and set goals and targets, in a context of conflicts of interests, uncertain knowledge and contradictions within the health arena	& Policy and Governance	and take a position in the sustainable development discourse	& Policy and Governance
Work as part of a team, taking responsibility for personal and group outcomes	T3 Policy and Governance & Sustainable Health Strategies & Epidemiology	Understand health from a national perspective that reflects population mobility created by travel, migration and displacement	T3 Policy and Governance & Sustainable Health Strategies & Epidemiology	Work together and learn from others, including peers and others inside and outside of their institution, understand and respect the needs, perspectives and actions of others in the field, deal with conflicts in a group and facilitate collaborative and participatory problem-solving	T3 Policy and Governance & Sustainable Health Strategies & Epidemiology
Appreciate the diversity of experience and values associated with health	T4 Major Independent Study & Sustainable Health Strategies	Discuss health inequalities within different populations and evaluate the impact of population interventions aimed at reducing health deficits in diverse ethnic communities	T4 Major Independent Study & Sustainable Health Strategies	Adopt multiple perspectives to evaluate and problem-solve issues identified in health-related contexts	T4 Major Independent Study & Sustainable Health Strategies
Understand the multidimensional and shifting nature of health to include physical, mental and social well-being, and its contemporary issues and challenges	S1 Community Sustainable Health Strategies &	Work together and learn from others, including peers and others inside and outside of their institution, understand and respect the needs, perspectives and actions of others in the field, deal with conflicts in a group and facilitate collaborative and participatory problem-solving	S1 Community Sustainable Health Strategies &	Apply different problem-solving frameworks to complex sustainable development problems within the field of Health Studies, develop viable, inclusive and equitable solutions, and utilise appropriate competencies to solve problems.	S1 Community Sustainable Health Strategies &

	Communities and Civil Society		Communities and Civil Society		Communities and Civil Society
Demonstrate an understanding of the importance of the consideration of sociological and psychological aspects in effective public health communication to enable successful health outcomes	S2 Community Sustainable Health Strategies & Communities and Civil Society	Discuss health inequalities within different populations and evaluate the impact of population interventions aimed at reducing health deficits in diverse ethnic communities	S2 Community Sustainable Health Strategies & Communities and Civil Society	Understand and reflect on the norms and values that underlie one's actions; negotiate sustainable development values and principles; and set goals and targets, in a context of conflicts of interests, uncertain knowledge and contradictions within the health arena	S2 Community Sustainable Health Strategies & Communities and Civil Society
Apply an in-depth awareness of ethical issues and professional codes of conduct in Health Studies.	S1 Clinical Epidemiology & Collaborating with Stakeholders	Work together and learn from others, including peers and others inside and outside of their institution, understand and respect the needs, perspectives and actions of others in the field, deal with conflicts in a group and facilitate collaborative and participatory problem-solving	S1 Clinical Epidemiology & Collaborating with Stakeholders	Apply different problem-solving frameworks to complex sustainable development problems within the field of Health Studies, develop viable, inclusive and equitable solutions, and utilise appropriate competencies to solve problems.	S1 Clinical Epidemiology & Collaborating with Stakeholders
Analyse the impact and epidemiology of communicable and non-communicable diseases and demonstrate understanding of the role of surveillance systems available regionally, and nationally in gathering health data.	S2 Clinical Epidemiology & Collaborating with Stakeholders	Make sound judgements in the absence of complete health data, and communicate their conclusions clearly to specialist and non-specialist audiences	S2 Clinical Epidemiology & Collaborating with Stakeholders	Synthesise and integrate evidence-based knowledge with relevant national policies and guidelines to inform Health Studies as a subject discipline	S2 Clinical Epidemiology & Collaborating with Stakeholders

