Introduction and Special Features

The Faculty of Health and Life Sciences offers a suite of postgraduate programmes in the area of professional health and social care. The programmes are a response to both societal changes, including a greater focus on an aging population, more complex care needs, and changing patient expectations, and the Department of Health response to these changes as outlined in recent documentation (e.g., NHS Outcomes Framework 2014/15, Department of Health, 2013; Five year forward view, Department of Health, 2014; The Leadership Qualities Framework For Adult Social Care, Department of Health, 2012). The aims and content of each programme reflect priorities in the NHS and a broader focus on ill-health prevention, patient choice within care settings, and the potential for greater integrated care.

- MSc Promoting Health in Long-Term Conditions
- MSc Enabling Activity and Participation in Dementia
- MSc Leadership for Allied Health Professionals
- MSc Health and Wellbeing for Older People
- MSc Housing and Inclusive Environments
- MSc Quality and Safety in Health and Social Care
- MSc Professional Health and Social Care

The masters are designed for current or aspiring health and social care professionals. The MSc in Housing and Inclusive Environments includes two specialist modules that focus on the related areas of inclusive housing design and evaluation. It also includes three research-based modules that emphasise the development of skills that allow practitioners to critically appraise sources of evidence and apply it in order to bring about improvement within a health and social care setting. Study options are available as a Master’s degree or Postgraduate Certificate for
those who want to gain an understanding of subject matter but do not wish to conduct a full-scale research project or commit to a full masters award.

### Admissions Criteria

You must meet the University’s general entry criteria for postgraduate study. In addition, you would normally have:

- A first or second class undergraduate honours degree in a health and/or social care related subject (with or without relevant experience working in health and/or social care) or
- A first or second class undergraduate honours degree in an unrelated area plus relevant experience working in health and/or social care

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see [https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/](https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/)).

If you do not have traditional qualifications, you may be eligible for entry on the basis of Accredited Prior (Experiential) Learning (APL/APEL). We also consider applications for entry with advanced standing.

### Programme Aims

The programme aims to provide education that meets the changing needs of health and social care professionals. This particular programme will enable graduates to demonstrate a critical awareness of a range of complex issues associated with inclusive housing and critically evaluate evidence in this area so to improve practice. These aims are achieved through demonstration of the Programme Learning Outcomes which are provided below and distinguish between the knowledge and understanding, research and intellectual skills, and professional development skills you will acquire as part of the programme.

### Programme Learning Outcomes

**Level M / FHEQ L7**

**Students who gain the Postgraduate Certificate Housing and Inclusive Design or Postgraduate Certificate Evaluation of Housing Interventions will have demonstrated the following:**

**Knowledge and understanding:**
- A systematic understanding of knowledge related to housing and inclusive environments.
- A critical awareness of current problems and/or new insights at the forefront of housing and inclusive environments.
- Ability to synthesise, critique, and apply knowledge in the area of housing and inclusive design to novel and complex problems.

**Research and intellectual skills:**
- Discerning application of evidence in planning positive change in a health and/or social care setting.
- A critical understanding of established and novel methodological approaches and techniques of research in a health and/or social care setting.

**Professional development skills:**
• Effective communication of complex ideas to a range of specialist and non-specialist audiences, specifically including clients, patients, and other professionals.
• Self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks.
• Initiative and critical reflection on professional and academic practice.

In addition, students who gain the Postgraduate Diploma Housing and Inclusive Environments will have demonstrated:

Research and intellectual skills to:
• Ability to critically evaluate contemporary research and methodologies utilised in active aging and modernising services for older people to create novel research questions.

In addition, students who gain the MSc Housing and Inclusive Environments will have demonstrated:

Research and intellectual skills to:
• Ability to plan, conduct, report, and evaluate a sustained piece of original research in the area of housing and inclusive design.

### Programme Structure

#### Modules for the Programme

<table>
<thead>
<tr>
<th>Code</th>
<th>Level</th>
<th>Semester</th>
<th>Title</th>
<th>Credits</th>
<th>Status of Module*</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH308</td>
<td>M</td>
<td>1 or 2</td>
<td>Housing and Inclusive Design</td>
<td>30</td>
<td>CA</td>
</tr>
<tr>
<td>MID182</td>
<td>M</td>
<td>1 or 2</td>
<td>Research Methods</td>
<td>30</td>
<td>CA</td>
</tr>
<tr>
<td>MPH311</td>
<td>M</td>
<td>1 and 2</td>
<td>Evaluating Evidence and Effecting Change</td>
<td>30</td>
<td>CA</td>
</tr>
<tr>
<td>MID183</td>
<td>M</td>
<td>2 and 3</td>
<td>Research Paper</td>
<td>60</td>
<td>C</td>
</tr>
<tr>
<td>MPH309</td>
<td>M</td>
<td>1 or 2</td>
<td>Evaluation of Housing Interventions</td>
<td>30</td>
<td>CA</td>
</tr>
</tbody>
</table>

*C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award, O: option or E: elective.

### Teaching, Learning and Assessment

In order to support achievement of the programme learning outcomes each module provides a range of approaches to teaching, learning, and assessment. Teaching will take place in an inter-professional setting where you will have the opportunity to share and reflect on professional experiences. You will also take part in small group-based activities such as seminars, group discussions, tutorials, and workshops. Guided by the Faculty's Technology-Enhanced Learning Framework, the VLE will also be used to provide a flexible means of using course materials independently and with support from staff. VLE activities include webinars, discussion forums, and quizzes. There will be a mix of direct timetabled hours at the University and contact through the VLE online platform. A range of supportive open learning tasks will allow you to gain feedback within each module and prepare you for assessed work. The assessments are dependent on the
modules that are part of the programme can include case studies, portfolios, essays, vivas, implementation plans, research proposals and an independent piece of research.

**Progression and Graduation Requirements**

The University’s [general regulations for postgraduate awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

**Internal and External Reference Points**

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)
- [QAA Master’s degree characteristics](#)

**Further Information**

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (faculty)
- Module handbooks (faculty)

*Date written / revised: 27/04/15*