



## Programme Specification

Health and Social Care {Top-Up}[Sep][PT][SHAPE][1.5yrs]

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Health and Social Care {Top-Up}[Sep][PT][SHAPE][1.5yrs]

**Highest award:** BSc (Hons) Health and Social Care

**Interim award:** BSc Health and Social Care

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**Department responsible for the programme:** HAS Dept of Nursing & Midwifery,  
Faculty of Health & Applied Sciences

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:** Not applicable

**Apprenticeship:** Not applicable

**Mode of delivery:** Part-time

**Entry requirements:** For the current entry requirements see the UWE public website

**For implementation from:** 01 September 2021

**Programme code:** B99V13-SEP-FT-SC-B99R43

## Section 2: Programme Overview, Aims and Learning Outcomes

## **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** The BSc (Hons) Health and Social Care is a top up degree on offer to registered and non-registered practitioners working within a range of health and social care disciplines within the NHS, Social Care, Independent and voluntary sector. It is also suitable for learners aspiring to work in the health and social care sector.

In Hong Kong it is available to graduates with a Higher Diploma in a relevant health or social care field. Designed to develop the learner's knowledge and understanding, skills and attributes needed to work in contemporary health and social care environments, and become critically reflective learners.

The programme offers flexible approaches to continuing professional development which learners and employers require. Flexibility comes from the choice of when to start the programme and opportunities to select a number of modules to meet individual development needs. There is also the opportunity to study part-time in recognition that many learners are busy health and social care practitioners and will be studying whilst working in their areas of practice. Learning opportunities are diverse and many modules facilitate collaborative and interprofessional approaches to learning and innovative pedagogy for teaching and assessment. Programme delivery is supported by experts from practice and informed by the latest developments in practice and policy.

A wide range of modules relevant to a range of contemporary health and social care practice are offered in order for learners, with the support and guidance of the programme team, to devise their personalised programme of study.

**Educational Aims:** 1. Provide the learner with a framework which will build their confidence as independent, lifelong and critically reflective learners including the provision of interprofessional approaches to education which support collaborative and integrated health and social care delivery, to enhance the quality of the service user experience

2. Develop the learners' professional skills, attitudes, ethical values and behaviours, which foster dignity and respect to service users and their families/carers
3. Through a range of learning opportunities enable the learner to develop a sound knowledge, understanding and critical application to practice, of theoretical perspectives, social and health sciences, national/international guidelines for practice and policy. Supporting the development of higher order critical and analytical skills to examine a range of evidence which underpins their practice
4. To foster inclusive and equitable approaches within health and social care practice, encouraging learners to critically reflect on social justice
5. Enable the learner to develop resilience in order to adapt and respond positively to changes in practice and provide the learner with an opportunity to develop leadership skills for promoting safety and service improvement
6. Through a variety of teaching approaches for transformative learning, enable the learner to critically reflect and develop problem solving approaches

### **Programme Learning Outcomes:**

#### **Knowledge and Understanding**

- A1. The significance of the individual and their health and social care needs and how to support equality, dignity and respect, within holistic approaches to care
- A2. Organisational culture within health and social care and drivers for service improvement
- A3. How a range of perspectives inform health and social care practice eg. socio-cultural, political, economic, environmental, legal and ethical
- A4. Leadership and enterprise for implementing positive changes and service improvements
- A5. Integrated health and social care and collaborative working and the application of this to support service users, families and carers

**Intellectual Skills**

- B1. Demonstrate independent and integrated thinking, drawing from a range of disciplines and from practice experience/ industrial placement experience, in order to critically apply a coherent understanding of theory and practice to real life problems
- B2. Evaluate critically evidence base for practice and types and sources of information which inform safe care and innovation for practice
- B3. Reflect critically on professional judgments, limits of practice, feedback from others, in order to develop strategies for personal and professional learning

**Subject/Professional Practice Skills**

- C1. Apply subject professional knowledge and skills to care
- C2. Contribute to the delivery of care in an inter-professional framework, adopting integrated approaches to practice
- C3. Reducing risk, enhancing a safe environment and protecting service users from avoidable harm

**Transferable Skills and other attributes**

- D1. Take responsibility for own learning and demonstrate an open-minded approach to learning in familiar and unfamiliar contexts
- D2. Use information technology (IT) to find, communicate and manage information
- D3. Apply principles of effective communication and person centred care
- D4. Develop capacity to be flexible and resourceful and adapt problem-solving to fit changing or unforeseen circumstances
- D5. Demonstrate leadership and independent and autonomous working

**Part B: Programme Structure****Year 1**

The structure diagram demonstrates the typical student journey for a part-time student studying at SHAPE.

Students at SHAPE must take 70 credits from the modules in Year 1.

**Year 1 SHAPE Programme Structure**

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZVYBM-15-3	Contemporary Issues in Working with Adults across the Lifecourse 2021-22	15
UZWR38-20-3	Evidence and Research in Practice 2021-22	20
UZTSVU-20-3	Leadership and Innovation 2021-22	20
UZVYBN-15-3	Protection, Risk and Decision Making 2021-22	15

**Year 2**

Students at SHAPE must take 50 credits from the modules in Year 2.

Interim Awards: BSc Health and Social Care

Credit requirements 300 credits at a level 0 or above, of which not less than 280 credits are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above. Students will be required to attempt all six modules of the top-up programme at SHAPE before they are able to exit the programme with a non-honours degree.

Target/highest Award: BSc (Hons) Health and Social Care

Credit requirements 360 credits at level 0 or above, of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above.

**Year 2 SHAPE Programme Structure**

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZVYBL-30-3	Dissertation Social Care 2022-23	30

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

The BSc (Hons) Health and Social Care is a top up degree on offer to registered and non-registered practitioners working within a range of health and social care disciplines within the NHS, Social Care, Independent and voluntary sector. It is also suitable for learners aspiring to work in the health and social care sector.

In Hong Kong it is available to graduates with a Higher Diploma in a relevant health or social care field. Designed to develop the learner's knowledge and understanding, skills and attributes needed to work in contemporary health and social care environments, and become critically reflective learners. A flexible programme, which facilitates integrated modules of care through collaborative learning. Learners can study full or part time and select a number of modules, to meet their individual development needs and support their practice.

**Part D: External Reference Points and Benchmarks**

The design of the BSc (Hons) Health and Social Care programme has been developed with reference to a number of key guidelines, policies and strategies. Internal influences have been UWE 2030 Strategy University strategies and policies

External influences have been considered e.g. professional body requirements for example NMC standards for Nursing and Midwifery.

Quality Assurance Agency for Higher Education (2014) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The Quality Assurance Agency for Higher Education, Mansfield.

Quality Assurance Agency for Higher Education (2018) UK quality code for higher education,

## Further sources for Benchmarks

Department of Health (2016) Making a difference in Dementia: Nursing vision and strategy: refreshed edition

Department of Health (2016) National Framework for children and young people's continuing care

Department of Health (2012) Liberating the NHS: No decision about me without me. London: The Stationery Office.

Department of Health (2012) Transforming care: A national response to Winterbourne View Hospital, Final Report. London: Department of Health.

NHS England (2016) Leading Change, Adding Value A framework for nursing, midwifery and care staff.

NHS England (2017) Five year forward view for mental health.

NHS England (2017) A Health and Care Digital Capabilities Framework.

NHS England (2017) Five Year forward view for mental health: one year on.

NHS England (2017) Next steps on the NHS Five Year forward view

NHS England (2019) The NHS Long Term Plan.

The Shape of Caring Review (Health Education Review, 2015),  
Personalised Health and Care 2020.

The National Maternity Review: (2016)

[www.england.nhs.uk/ourwork/futurenhs/mat-review](http://www.england.nhs.uk/ourwork/futurenhs/mat-review)

**Part E: Regulations**

Approved to University Regulations and Procedures