



Programme Specification

Health and Social Care {Top-Up} [Glenside]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Health and Social Care {Top-Up} [Glenside]

Highest award: BSc (Hons) Health and Social Care

Interim award: BSc Health and Social Care

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Part-time

Entry requirements: For current entry requirements, see the UWE public website.

For implementation from: 01 September 2021

Programme code: 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 health, social care, and independent/voluntary sector. It is also suitable for learners aspiring to work in the health and social care sector.

The programme is 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 order to enable wider access to further study. Learning opportunities are diverse and many modules facilitate collaborative and interprofessional approaches to learning and innovative pedagogy for teaching and assessment.

A 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.

Features of the programme: The BSc (Hons) Health and Social Care offers a flexible inter-professional programme for registered and non-registered practitioners working across a range of health and social care disciplines, within healthcare systems, social care and independent/voluntary sector. It is suitable for learners aspiring to work in the health and social care sector, and for those individuals who have previously been registered on a health and/or social care pre registration programme but have been unable to complete that original programme of study.

It can offer a route to top up to degree through the selection of modules to suit individuals continuing professional development, career aspirations and organisational needs. The inclusion of social care workers as potential students on this programme demonstrates the integrative and flexible nature of the programme structure.

The programme encompasses the principles of integrative healthcare and multi-professional learning. There is an emphasis on a person centred approach which is a strong feature of the modules within the programme. The programme has been designed and developed in relation to QAA Benchmark statements, feedback from stakeholders and students, and is responsive to current and future global challenges facing health and social care.

The programme is 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.

Learners enter the programme at level 6 having successfully applied to transfer credits from prior accredited learning e.g. a Diploma in Higher Education or Foundation Degree. Applicants must have achieved at least 240 credits (comprising at least 100 credits at Level 5 or above, and at least 140 credits at Level 4 or above. (See entry requirements).

The expectation is learners will complete an honours degree. The dissertation module or EWBL module will enable the practitioner to develop an extended project with a focus on their area of study. The opportunity to undertake an extended project module (either dissertation or EWBL) enhances learning through the application of research skills for evidence work based projects, and enables learners to apply their practice experiences to identify local problems. Problem based approaches and working towards the development of services at the local level is in line with the UWE 2030 strategy.

Educational Aims: The programme aims to equip learners with a robust framework to become confident, independent, and critically reflective lifelong learners. It promotes interprofessional education to support collaborative, integrated health and social care, enhancing service user experiences. Learners will engage with diverse learning opportunities to develop a deep understanding of theoretical perspectives, health and social sciences, and relevant policy, while cultivating advanced critical and analytical skills to underpin evidence-based practice.

Alongside academic development, the programme fosters professional values, ethical behaviours, and attitudes that uphold dignity and respect for service users and their families. It encourages inclusive, socially just approaches to care, supports resilience in adapting to change, and nurtures leadership skills for promoting safety and service improvement. Through transformative teaching methods, learners will strengthen their problem-solving abilities and capacity for critical reflection.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Apply investigative and research skills to identify, access, and manage information using appropriate resources and technologies, while demonstrating understanding of research design and methodologies relevant to health and social care.
- PO2. Practice safely and autonomously, relevant to role, reflecting on own learning and practices
- PO3. Demonstrate an understanding of processes to reduce and manage risk within health and social care to facilitate positive outcomes.
- PO4. Analyse and evaluate the principles, processes and application of service improvement.
- PO5. Use the principles of person centred care to provide care and support that is holistic and maintains equality, dignity and respect of the individual.
- PO6. Critically explain how different perspectives impact and influence health and social care practices for example socio-cultural, political, economic, environmental, legal, ethical.
- PO7. Adapt communication to ensure it is effective and appropriate for the individuals and environment in which it is being used.
- PO8. Effectively contribute to the delivery of care and support in an intra-/inter-professional framework, adopting integrated and collaborative working approaches to practice.
- PO9. Demonstrate capacity to be flexible, resourceful and adaptable to fit the changing landscape of health and social care.

PO1 0. Employ effective leadership and continuing professional development to contribute towards excellent service user care and development of others.

Assessment strategy: The assessment strategy has been designed to ensure that all intended learning outcomes are both achieved and effectively demonstrated by students. A variety of assessment methods is employed across the programme to accommodate varied learning styles.

Each module incorporates opportunities for formative assessment, which are integral to the learning process. These include:

Structured feedback sessions following draft submissions or presentation of a plan of work, allowing students to reflect on their progress and identify areas for improvement.

Peer review activities, where students evaluate each other's work using guided criteria, fostering critical thinking and collaborative learning.

Interactive quizzes and case-based discussions, designed to reinforce key concepts and provide immediate feedback.

These formative opportunities are strategically placed throughout the modules to support continuous learning, promote self-regulation, and prepare students for summative assessments. The overall approach ensures that assessment is not only a measure of achievement but also a tool for learning enhancement.

Student support: The programme design aligns to the University's strategic priorities including outstanding learning; ready and able graduates; research with impact and strategic partnerships (UWE Strategy 2030).

The integrated approach to professional development offered on this programme, provides opportunity for, "students to work together and learn from others, including peers and others inside and outside their institution" (QAA-HEA, 2024).

The programme has been designed to support the development of graduates in the

following key principles for Education for Sustainable Development (ESD) in accordance with the (QAA-HEA, 2024). The ESD context has been considered in the aims of the programme, learning outcomes and the approaches to teaching and assessments. Particularly relevant ESD themes within this programme are:

To add value to the learning experience, learners are allocated an academic and workplace supervisor (when appropriate/applicable) for pastoral support. Learners are guided to additional support which helps with learning management, e.g. library services, study skills and Wellbeing Services.

A key consideration is the preparedness of learners for learning in an online environment. Learning is managed using a blended-learning delivery. This incorporates a flexible schedule with asynchronous learning via pre-recorded presentations and interactive learning materials, combined with synchronous workshops and tutorials, and is ideal for accommodating learners' employment commitments. The university equips learners for this style of learning by introducing digital skills sessions early in the delivery of the programme, and by providing on-going support to address any access or IT problems.

Learners are made aware of the support services available to them at the University. Learners are encouraged to disclose disabilities/specific learning difficulties and/or to request specialist assessments. Learners who disclose a need at applicant stage are encouraged to speak to their employers (if they haven't done so already) so reasonable workplace adjustments can be considered. Alternative formats for learning materials and assessments are available.

The university is committed to the health and wellbeing of its community and this provision is delivered in line with the UWE Transforming Futures Health and Wellbeing Strategy 2020-2030. Through this policy the university strives to support individuals to fulfil their own potential and to enable others to thrive while dealing with the normal stresses of education, employment and life. This is done by providing learners with opportunities to develop knowledge, skills and understanding that maximises their health and wellbeing including, how to best support themselves, providing evidence-informed training, toolkits and campaigns to raise awareness,

addressing stigma and effectively signposting to appropriate and timely support which improve the mental and physical health and wellbeing of all learners.

Part B: Programme Structure

Year 1

Full time students must take 120 credits from the modules in Year 1.

Part time students must take 60 credits from the modules in Year 1.

Students must select one Evidence and Research in Practice module. The Academic profile to be completed with other modules available and should be discussed with the programme leader.

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.

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 1 Compulsory Module Choice Dissertation or Evidencing Work Based Learning (Full time)

Full time students must select one of the modules from this group.

NOTE: With the agreement of the Programme Leader, where a student has achieved an equivalent dissertation or evidencing work based learning module this may be used in lieu of the below modules and contribute to the award. This does not prevent a student from taking a module from the list below.

Module Code	Module Title	Credit
UZVSJ9-30-3	Dissertation Health and Social Care 2026-27	30
UZYRYG-60-3	Evidencing Work Based Learning 2026-27	60
UZYRYJ-40-3	Evidencing Work Based Learning 2026-27	40

Year 1 Compulsory Module Choice Evidence and Research in Practice (Full time and Part time)

Full time and part time students must select one of the modules in this group.

NOTE: With the agreement of the Programme Leader, where a student has already achieved a research methods module this may be used in lieu of the below modules and contribute to the award. Where the research methods module is at level 5, the programme leader should consider the appropriateness of this in the context of currency and overall profile of the student.

Module Code	Module Title	Credit
UZR38-20-3	Evidence and Research in Practice 2026-27	20
UZRSS-15-3	Evidence and Research in Practice 2026-27	15

Year 1 Optional Modules (Full time and Part time)

Full time and Part time students may take modules from Optional Modules (Full time and Part time)

Academic profile to be completed with other modules available and should be discussed with the programme leader.

Optional modules may include the modules listed below, or may be selected from a range of modules with a focus on specialist and advanced practice in health and/or social care related subjects, as detailed on the UWE website.

Module Code	Module Title	Credit
UZTSVU-20-3	Leadership and Innovation 2026-27	20
UZVYBM-15-3	Contemporary Issues in Working with Adults across the Lifecourse 2026-27	15
UZVRU3-20-3	Leadership and Enterprise 2026-27	20
UZVYBN-15-3	Protection, Risk and Decision Making 2026-27	15

Year 2

Part time students must take 60 credits from the modules in Year 2. Students must select one of either Dissertation or Evidencing Work Based Learning module.

NOTE: With the agreement of the Programme Leader, where a student has achieved an equivalent dissertation or evidencing work based learning module this may be used in lieu of the below modules and contribute to the award. This does not prevent a student from taking a module from the list below.

The Academic profile to be completed with other modules available and should be discussed with the programme leader.

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.

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 Compulsory Module Choice Dissertation or Evidencing Work Based Learning (Part time)

Part time students must select one of the modules in this group.

Module Code	Module Title	Credit
UZVSJ9-30-3	Dissertation Health and Social Care 2027-28	30
UZYRYG-60-3	Evidencing Work Based Learning 2027-28	60
UZYRYJ-40-3	Evidencing Work Based Learning 2027-28	40

Year 2 Optional Modules

Part time students may take modules from Optional Modules (Part time)

Academic profile to be completed with other modules available and should be discussed with the programme leader.

Optional modules may include the modules listed below, or may be selected from a range of modules with a focus on specialist and advanced practice in health and/or social care related subjects, as detailed on the UWE website.

Module Code	Module Title	Credit
UZTSVU-20-3	Leadership and Innovation 2027-28	20
UZVYBM-15-3	Contemporary Issues in Working with Adults across the Lifecourse 2027-28	15
UZVRU3-20-3	Leadership and Enterprise 2027-28	20
UZVYBN-15-3	Protection, Risk and Decision Making 2027-28	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

This flexible degree supports registered and aspiring health and social care practitioners across health, social care, independent, and voluntary sectors. The programme enhances knowledge, skills, and critical reflection for contemporary care environments through integrated, collaborative learning. Full- or part-time study options accommodate individual development and learning needs.

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.

Quality Assurance Agency for Higher Education (2024) 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 (2024) 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 (2016) NHS Choice Framework. London: The Stationery Office.

Department of Health (2015) Winterbourne View: Transforming care two years on. London: Department of Health.

NHS England (2021) What good looks like

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

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

Part E: Regulations

Approved to University Regulations and Procedures.