



Programme Specification

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

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Section 1: Key Programme Details

Part A: Programme Information

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

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 the current entry requirements see the UWE public website.

For entrants to the SHAPE Hong Kong pathway a higher diploma in a relevant subject area including completion of an industrial placement.

English Proficiency Requirements

At least an overall IELTS score of 6.5 with 5.5 in each component, or an overall IELTS score of 6.0 with 6.0 in each component, or equivalent.

For implementation from: 01 September 2021

Programme code: B99V13

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.

Features of the programme: The BSc (Hons) Health and Social Care offers a flexible inter-professional programme for registered and non-registered practitioners

(such as nurses, midwives, paramedics, assistant practitioners, operating department practitioners, care home managers, charity workers, complementary healthcare therapists) working across a range of health and social care disciplines, within the NHS, Social Care and Independent/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. 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 but flexible nature of the programme structure

The programme encompasses the principles of integrative healthcare and multi-professional learning. There is an emphasis on client centred approach which is a strong feature of the modules within the programme. Designed and developed in relation to the QAA Benchmarks for health care programmes (QAA 2001 and 2004) and feedback from stakeholders and students. The programme design has been responsive to current and future challenges facing health and social care, as identified through current policy drivers, such as the NHS Five Year Forward View (NHS, 2014) and The Shape of Caring Review (Health Education Review, 2015), The Five Year Forward View for Mental Health (2016) that highlights the need for a multi-professional and integrated approaches to care. It is a programme that may reflect the experiential nature of student learning from their practice experiences and where applicable this is a strong feature of the programme.

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 for.

Learners enter the programme at level 3 having successfully applied to transfer credits from prior accredited learning for levels 1 and 2 e.g. a Diploma in Higher Education or Foundation degree (see entry requirements). It is also available to graduates with a Higher Diploma in a relevant health or social care field in Hong Kong. Programme credit for level 3 is made up of optional modules and core

modules.

There are 2 core modules for the programme:

Evidence and Research in Practice (UZWR38-20-3 or UZTSUQ-15-3): The educational aims of the programme are to enable the learner to develop higher order critical and analytical skills to examine evidence which underpins their practice and synthesise information from a wide variety of sources. Learners will therefore be required to complete the core module: Evidence and Research in Practice (UZWR38-20-3 or UZTSUQ-15-3).

Dissertation (UZWSFU-40-3) Or Dissertation (UZWSNL-30-3) OR Evidencing Work Based Learning (EWBL) at 40 OR 60 credits (UZWSGR-40-3 OR UZYRJ-40-3 OR UZWSGT-60-3 OR UZYRYG-60-3) OR

<https://uwe.worktribe.com/record.jx?recordid=6258430>: 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 practice. 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 current NHS strategies for research and innovation and the UWE 2030 strategy.

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:

On successful completion of this programme graduates will achieve the following 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

Assessment strategy: Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment strategy has been developed to facilitate the learning outcomes to be achieved. The variety of assessments within the programme aims to support individual learning styles and ensure that all domains of learning are assessed. Modules offer opportunities for formative assessment.

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,

“Different disciplines to enter into dialogue, make connections, share knowledge, and work together on emergent areas” (QAA-HEA, 2014)

The programme has been designed to support the development of our graduates in the following key principles for Education for Sustainable Development (ESD) in accordance with the (QAA-HEA, 2014). 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,

Promotes lifelong learning

Learning is practice specific and locally relevant

A wide variety of pedagogical techniques that promote participatory learning and higher-order thinking skills

Interdisciplinary

Particular opportunities for including ESD in the programme will be provided by dissertations and EWBL projects. Also teaching and learning approaches on modules such as action learning, problem based and case based learning, simulation, will provide an environment in which:

Divergent views can be shared and explored in a safe environment

Deep and critical reflection on students' own perspectives and influences on thinking

Modelling of democratic and participatory learning approaches

Interdisciplinary approaches, systems thinking and holistic thinking are encouraged

Teaching, learning and assessment activities are linked to real-life concerns.

Developed from stakeholder and student feedback the programme was also designed to embed the following principles and features.

Person and family centred care

To preserve safety

Professional resilience; self-awareness; self-management and managing ambiguity

assessment skills; diagnostic reasoning and problem solving

Leadership skills: critical; strategic and political thinking skills; health economics; networking; negotiation skills; innovation; service improvement and managing complexity

Promoting multi-professional working to enhance integrated care patient pathways

Effective and responsive collaboration with service partners

Enabling practitioners to challenge current knowledge and practice, necessary for new ways of working

Creation of reflective and reflexive practitioners

Acting as role models and leaders to directly improve service user outcomes

Part B: Programme Structure

Year 1

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

Part time students at SHAPE must take 70 credits from the modules in Year 1.

Students studying at SHAPE, Hong Kong enter at Level 6 on the basis of 240 credits AL

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 year 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 1 Compulsory Modules (Full time)

Full time students at SHAPE must take 120 credits from the modules in Compulsory Modules (Full time)

Module Code	Module Title	Credit
UZTSVU-20-3	Leadership and Innovation 2026-27	20
UZWR38-20-3	Evidence and Research in Practice 2026-27	20
UZVYBN-15-3	Protection, Risk and Decision Making 2026-27	15
UZVYBM-15-3	Contemporary Issues in Working with Adults across the Lifecourse 2026-27	15
UZVRU3-20-3	Leadership and Enterprise 2026-27	20
UZVYBL-30-3	Dissertation Social Care 2026-27	30

Year 1 Compulsory Modules (Part time)

Part time students must take 70 credits from the modules in Compulsory Modules (Part time)

Module Code	Module Title	Credit
UZTSVU-20-3	Leadership and Innovation 2026-27	20
UZVYBN-15-3	Protection, Risk and Decision Making 2026-27	15
UZVYBM-15-3	Contemporary Issues in Working with Adults across the Lifecourse 2026-27	15
UZWR38-20-3	Evidence and Research in Practice 2026-27	20

Year 2

Part time students at SHAPE must take 50 credits from the modules in Year 2.

Year 2 Compulsory Modules (Part time)

Part time students at SHAPE must take 50 credits from the modules in Compulsory Modules (Part time).

Module Code	Module Title	Credit
UZVRU3-20-3	Leadership and Enterprise 2027-28	20
UZVSJ9-30-3	Dissertation Health and Social Care 2027-28	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

Part E: Regulations

Approved to University Regulations and Procedures.