



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 statutory, independent, and voluntary sector settings. 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 a flexible approach to continuing professional development that meets the needs of both learners and employers. Flexibility is provided through the option to study part-time, recognising that many learners are busy health and social care practitioners combining study with professional practice. All modules are compulsory, ensuring a coherent and comprehensive curriculum that supports consistent development of knowledge and skills across the programme. 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.

An appropriate 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 individuals working across a range of health and social care professional roles. 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 various compulsory modules to suit individuals continuing professional development, career aspirations and organisational needs. The inclusion of health and 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 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 for levels 4 and 5 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. Learners are expected to complete an honours degree upon successful completion of all modules.

Educational Aims: This programme aims to facilitate learners who have studied up to Diploma in Higher Education, Foundation Degree level, or Higher Diploma in a relevant health and social care field, to gain an honours degree. It 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 institution'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 tutor. Learners are guided to further pastoral support which helps with learning management, e.g. library services, language support, study skills and Wellbeing Services.

A key consideration is ensuring that learners are well prepared for studying through an online or e-learning platform. In addition to in-person teaching, learners receive guidance and support in using the e-learning system, with ongoing assistance available to address any access or IT-related issues.

Learners are made aware of the support services available to them at the institution. 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.

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
UZVSJ9-30-3	Dissertation Health and Social Care 2027-28	30
UZVYBM-15-3	Contemporary Issues in Working with Adults across the Lifecourse 2027-28	15
UZWR38-20-3	Evidence and Research in Practice 2027-28	20
UZVRU3-20-3	Leadership and Enterprise 2027-28	20
UZTSVU-20-3	Leadership and Innovation 2027-28	20

UZVYBN-15-3	Protection, Risk and Decision Making 2027-28	15
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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
UZVYBM-15-3	Contemporary Issues in Working with Adults across the Lifecourse 2027-28	15
UZWR38-20-3	Evidence and Research in Practice 2027-28	20
UZTSVU-20-3	Leadership and Innovation 2027-28	20
UZVYBN-15-3	Protection, Risk and Decision Making 2027-28	15

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
UZVSJ9-30-3	Dissertation Health and Social Care 2028-29	30
UZVRU3-20-3	Leadership and Enterprise 2028-29	20

Part C: Higher Education Achievement Record (HEAR) Synopsis

This flexible top-up 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

VTC Fourth 8-Year Strategic Plan (2021-2029)

SHAPE's Mission and Graduate Attributes

External influences

Hong Kong Council for Accreditation of Academic and Vocational Qualifications (2018) Generic Level Descriptors

Hong Kong Council for Accreditation of Academic and Vocational Qualifications (2024) Manual for the Four-stage Quality Assurance Process under Hong Kong Qualifications Framework.

Further sources for Benchmarks

Health Bureau (2022) Primary Healthcare Blueprint

Hospital Authority (2022) Strategic Plan 2022-2027

Food and Health Bureau (2017) Strategic Review of Healthcare Manpower Planning and Professional Development

Health Bureau (2024) eHealth+ Five-Year Strategic Plan

The Nursing Council of Hong Kong (2020) Core-Competencies for Registered Nurses (General)

Family Council (2018) The Consolidation of Family-related Policies and Initiatives

Social Welfare Department (2023) Report of the Second Phase Review of Residential Child Care and Related Services

Home and Youth Affairs Bureau (2022) Youth Development Blueprint

Commission on Children (2021) Review of the Child Protection System in Hong Kong

Elderly Commission (2017) Elderly Services Programme Plan (ESPP)

Social Welfare Department (2024) Code of Practice for Residential Care Homes (Elderly Persons).

Food and Health Bureau (2017) Mental Health Review Report

Advisory Committee on Mental Health (2020) Shall We Talk: Mental Health
Promotion and Public Education Initiative

Part E: Regulations

Approved to University Regulations and Procedures.