

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	University of the West of England
Delivery Location	Glenside
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Nursing and Midwifery
Modular Scheme Title	
Professional Statutory or Regulatory Body Links	None
Highest Award Title	BSc (Hons) Health and Social Care
Default Award Title	
Fall-back Award Title	
Interim Award Titles	BSc Health and Social Care
UWE Progression Route	
Mode(s) of Delivery	PT/FT
Codes	UCAS:
	ISIS2:
Relevant QAA Subject Benchmark Statements	JACS:
	HESA:
	Statements benchmarking academic and practitioner standards in healthcare subjects: (Nursing, Midwifery, Occupational Therapy 2001 & Paramedic Science, 2004), QAA Statement of common purpose for all health and social care related subjects (2006)
Version	2
Review Date	Sep 2023

Part 2: Educational Aims of the Programme

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

Part 2: Educational Aims of the Programme

- Develop the learners' professional skills, attitudes, ethical values and behaviours, which foster dignity and respect to service users and their families/carers
- 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
- Enable the learner to develop higher order critical and analytical skills to examine a range of evidence which underpins their practice
- To foster inclusive and equitable approaches within health and social care practice, encouraging learners to critically reflect on social justice
- Enable the learner to develop resilience in order to adapt and respond positively to changes in practice
- Provide the learner with an opportunity to develop leadership skills for promoting safety and service improvement
- Through a variety of teaching approaches for transformative learning, enable the learner to critically reflect and develop problem solving approaches

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

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. 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 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Scheduled learning involves a mix of teaching and learning strategies to include, interprofessional learning, case-based learning, enquiry and problem based learning, simulation, TEL, Critical reflection and Action Learning. The learning and teaching methods employed within the programme and evidence based approaches, enable discussion and implementation of best practice so that learners are able to critically analyse evidence, and contribute to developing new knowledge and ways of working. Professoriate expertise directly informs teaching and learning methods.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning; supervised time in workshops. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Practice learning: will depend on the module choices made.

Description of any Distinctive Features

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 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 partnership working with service users 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 & 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 reflects the experiential nature of student learning from their practice experiences and is a strong consistent 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,

“Graduates ready and able to realise their full potential, make a positive contribution to society and their chosen field of employment or further study, and play their full part in the development of a sustainable global society and knowledge economy.” ([UWE Strategy](#).)

Part 4: Student Learning and Student Support

[2020](#)).

The programme design aligns to the University's strategic priorities include outstanding learning; ready and able graduates; research with impact and strategic partnerships (UWE Strategy 2020).

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
- Evidencing own professional development whilst supporting the continued professional development in others

Part 4: Student Learning and Student Support

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.

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): 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 2020 strategy.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

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.

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** depending on the modules selected. The range of assessment methods for the compulsory modules are in the following assessment map:

Assessment Map for BSc (Hons) Health and Social Care

		Seen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project or Portfolio	Dissertation
Compulsory Modules Level 3	Module No UZWR38-20-3 or UZWRSS-15-3							A (100)		
	Module No UZWSFU-40-3 UZWSNL-30-3 UZWSGR-40-3 UZYRYJ-40-3 UZWSGT-60-3 UZYRYG -60-3								A (100)	A (100)

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Entry Requirements

All learners must access the programme with a minimum 120 credits at level 1 and 120 credits at level 2, for example Diploma-level study or an appropriate equivalent in a health or a health and social care related subject. Appropriate qualifications may include Foundation Degree in Health and Social Care, Foundation Degree in Paramedic Science, Foundation Degree in Early Years, Dip HE Operating Department Practice, Dip HE (Nursing)(Midwifery), Diploma in Higher Education Paramedic Science, Higher National Diploma (Health and Social Care related field).

Credits need to be confirmed on application to the programme. Students will be required to transfer their credit into the BSc (Hons) Health and Social Care.

Learners without the minimum credit requirements will be assessed on an individual basis, for example applicants who hold registration with a professional body may be considered for acceptance onto the programme subject to successfully completing relevant module(s) at a lower level e.g. Accelerating Learning for Professionals (UZTR1D-20-2) module at level 2.

Accredited Learning (AL)

Students with previous formal learning either at UWE or another institution, which has been assessed and carries credit, can apply to have credits recognised towards this programme. This is done through the accredited learning application process - see link below for application and details of this.

<http://www1.uwe.ac.uk/students/academicadvice/academiccredits/accreditedlearning.aspx>

Applicants should be encouraged to submit their applications before enrolment to facilitate assessment of the application. This can then inform and aid planning of the individual programme pathway by the Programme Leader.

The university has maximum limits regarding the amount of credit that can be brought into the award and AL applications are assessed with respect to currency and evidence of previous study.

Students can contact the Programme Leader if they need to discuss credit transfers towards the programme before application.

Part 8: 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 2020 Strategy (2013) [University strategies and policies](#)

External influences have been considered e.g. professional body requirements for example NMC [standards for Nursing and Midwifery](#).

Subject benchmarks, QAA benchmarks for Health Care Programmes (2001 & 2004) subject

Part 8: Reference Points and Benchmarks

specific benchmark statements for Nursing, Midwifery, Occupational Therapy, Paramedic Science. Other practitioners likely to be attracted to the programme will be Psychotherapists /Counsellors for which benchmark statements are not yet available. However, the QAA Statement of common purpose for all health and social care related subjects (2006) has underpinned the development in terms of the general expectations of the standards required and the attributes and capabilities that should be demonstrated on their completion [QAA UK Quality Code for HE](#)

QAA-HEA (2014) Guidance for Educational Sustainable Development have also been used as a reference point in programme design ([QAA-HEA, 2014](#)).

Further sources for Benchmarks

- NHS Five Year Forward View (NHS, 2014), T
- he Shape of Caring Review (Health Education Review, 2015),
- Five Year Forward View of Mental Health (2016).
- The National Maternity Review: (2016)

www.england.nhs.uk/ourwork/futurenhs/mat-review

The methods used in the development of this programme to evaluate and improve the quality and standards of learning are as follows,

- Practice focused meetings with healthcare partners
- Stakeholder events with employers and trust leads
- Discussion and feedback from students current and Alumni
- As part of the quality assurance framework via module evaluations & External Examiner feedback
- Student feedback via student representative and staff forums.
- Internal strategic and programme specific curriculum development groups.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

FOR OFFICE USE ONLY

First CAP Approval Date	01 February 2017			
Revision CAP Approval Date	7 March 2017	Version	2	Link to RIA 11897
Next Periodic Curriculum Review due date	Sep 2023			
Date of last Periodic Curriculum Review				