



**BISHOP  
GROSSESTE  
UNIVERSITY**

Programme Area: Education, Health & Lifelong Learning

**BSc (Hons) Health and Social Care**

## **Programme Specification**

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## Versioning of Programme Specification

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

<b>1</b>	<b>BGU approval – date and outcome of last approval</b>	(i) <b>Latest Periodic Programme review/approval</b>  19 January 2022 Reviewed April 2023
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	<b>March 2028</b>  <b>Foundation Degree &amp; Combined Honours</b> Curriculum specifically attached to this programme specification will be reviewed at the same time.
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	BSc (Hons) Health and Social Care: 01 September 2023
<b>4</b>	<b>Version Number</b>	2.0

## Modifications to Programme Specification

*Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## Cross Referencing of Programme/Module Specifications

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*



# Programme Specification

*The information in this document is organised into the following sections:*

- Section A – Administrative and Regulatory Information*
- Section B – Outcomes*
- Section C – Structure*
- Section D – Teaching, Learning and Assessment*
- Section E – Programme Management*
- Section F – Mapping*
- Section G – Graduate Attributes*
- Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
	BSc (Hons) Health and Social Care
<b>1a</b>	<b>Programme Code</b>
	BSCHSC01F22
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
	<p><b><u>Updated for marketing</u></b></p> <p>The context of health and social care delivery has always been a constant talking point across public and political agenda. It was a key feature in the manifestos of all political parties in the last UK election due to the concerns that systems were being overwhelmed by unprecedented demand (Oliver, et al, 2014) with the UK population of over 75's is projected to more than double in size in the next 20 years, with over 22% of our population already over 65 thus increasing demand for both health care services and social care. The COVID19 Pandemic has accentuated the demands on the sector, exposed significant fragilities and will leave a care legacy which will need to be addressed.</p> <p>All sectors within health and social care provision require both high quality initial education and training, alongside sustained and consistent updates (i.e., Continuous Professional Development (CPD) both informally and formally, through creditable programmes of learning and education.</p> <p>This degree provides an entry point into a number of career paths in the Health and Social Care sectors. It is designed to allow students to pursue and apply knowledge and understanding of health and social care whilst following a systematic and critical review of evidence-based practice. Applied research is embedded throughout, supported by objective observation and critical analysis.</p> <p>It is considered that consistent and high-quality education and learning challenges the status quo within practice and encourages reflection on and in practice, which inspires practice confidence and service enhancement and improvement.</p>

<b>3</b>	<b>Awarding institution</b>	Bishop Grosseteste University				
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 3	<b>Part-Time</b> NA			
<b>3b</b>	<b>Mode(s) of Study</b>	Full-time				
<b>4</b>	<b>Home Academic Programme Portfolio</b>	Bishop Grosseteste University				
<b>5</b>	<b>HECoS/UTT/UCAS code(s)</b>	<b>HECoS/CAH2</b> 100476/ CAH15-04	<b>ITT</b>	<b>UCAS code</b> B758		
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)				
<b>7</b>	<b>Alignment with University Credit Framework</b>	Undergraduate				
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	Academic Regulations Governing Taught Qualifications				
<b>9</b>	<b>Progression routes with Foundation Degree (FdA) or Top-up</b>	NA				

## Awards

<b>10</b>	<b>Final Award title(s)</b>	<b>Bachelor of Science (Hons) Health and Social Care</b>
<b>10a</b>	<b>Exit or Fall-back Award title(s)</b>	<ul style="list-style-type: none"> <li>• Certificate of Higher Education Health and Social Care (120 credits)</li> <li>• Diploma of Higher Education Health and Social Care (240 credits)</li> </ul> <p>Students who do not complete the Dissertation and withdraw from the programme may be eligible for a Bachelor of Science Health and Social Care (300 credits)</p>
<b>10b</b>	<b>Pathway</b>	N/A
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A

## Arrangements with Partners

<b>12a</b>	<b>Available for delivery by a collaborative partner</b>	<i>(PLEASE INDICATE WHETHER OR NOT THE PROGRAMME HAS BEEN WRITTEN FOR USE BY COLLABORATIVE PARTNER EITHER NOW OR IN THE FUTURE)</i>	
		YES	
<b>12b</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		NA	Validated Provision* Dual Award* Joint Award* Franchise* Jointly delivered programme*

## Professional, Statutory and Regulatory Bodies

<b>14</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b>	At present there is no prescribed professional accreditation or 'fitness to practice' criteria for workers in the health and social care field, outside of the professions (social work, nurses, allied health professionals) registered with the Health Care Professions Council (HCPC).  Employers, national organisations such as Health Education England, and sector skills bodies (Skills for Care and Skills for Care and Development) have been consulted and generally recognise that there is no recognised route for professional accreditation in this area of work.
<b>15</b>	<b>Date and outcome of last PSRB approval/accreditation</b>	N/A
<b>16</b>	<b>Expiry Date of PSRB approval</b>	N/A

## SECTION B - OUTCOMES

<b>17</b>	<b>QAA Benchmark Statement(s)</b>
The Programme outcomes for the BSc (Hons) Health and Social Care are aligned with QAA level descriptors for levels 4-6 Undergraduate Degrees (QAA 2014) and QAA benchmarks for Undergraduate Degrees (QAA 2016) for social work and health studies (Updated November 2019).	
<b>18</b>	<b>Programme Aim</b>
<p>The Programme has been designed to support a flexible, learner-centered approach focusing on the application of theory into practice. Students will learn how to use evidence in a systematic way in order to establish general rules or conclusions from facts or examples in the field of Health and Social Care. They are expected to concentrate their academic energies on mastering the technical and practical facets of the field which is facilitated by the framework within this programme. This therefore aligns with students' personal, professional and practice development needs for a career in Health and Social Care and beyond into the growing area of Graduate entry provision, such as Occupational Therapy, Physiotherapy and Nursing.</p> <p>Through its teaching, the Programme aims to produce high-calibre graduates who are ethical, autonomous, reflexive, and possess inquiring, analytical minds, which will support and drive practice quality and enhancement. The Programme will support students' post-graduate prospects, by adding quality to care and will promote their continued study at master's level and beyond.</p> <p><u>Overall Programme Aims:</u></p> <p>At the end of the Programme Graduates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate systematic breadth and depth of knowledge and understanding of contemporary issues within Health and Social Care practice, considering professional and academic challenges, global perspectives, and relevant ethical and values-based issues.</li> <li>• Exercise incisive critical analysis of relevant contextual issues whilst exploring the relationships between theory and practice in an everchanging Health and Social Care landscape.</li> <li>• Construct arguments and rationales in support of the development and enhancement of high-quality provision for those utilising health and social provision.</li> <li>• Critically evaluate and apply a critical understanding of local, national, and international policies and perspectives considering the implications for Health and Social Care practice and provision.</li> </ul>	

<b>19</b>	<b>Programme Specific Outcomes</b>
<u>Final Award Learning Outcomes</u>	
<p>On successful completion of the BSc (Hons) Health and Social Care, students will be able to:</p>	
<p><b>Knowledge and Understanding (KU)</b></p> <p><b>KU1</b> Demonstrate detailed knowledge and systematic understanding of the theory and practice of Health and Social Care from a local, national, and international perspective.</p> <p><b>KU2</b> Expound a critical understanding of the relationship between theory and practice in the subject of Health and Social Care.</p> <p><b>KU3</b> Acquire a critical awareness of the diversity and global context of Health and Social Care practice.</p>	
<p><b>Subject Professional Skills (SPS)</b></p> <p><b>SPS1</b> Demonstrate a comprehensive understanding of the complex nature of assessment and intervention, informed by evidence-based knowledge.</p> <p><b>SPS2</b> Illustrate a critical awareness of values-based decision-making, inherent within reflective practice.</p> <p><b>SPS3</b> Demonstrate a detailed and systematic breadth and depth of knowledge and understanding of contemporary social policy and practice issues.</p> <p><b>SPS4</b> Show a critical appreciation of the complexity of working effectively within a Multi-Disciplinary Team (MDT), with an appreciation of the challenges of leadership in a professional context.</p>	
<p><b>Intellectual Skills (IS)</b></p> <p><b>IS1</b> Critically reflect on one's own views, perspectives, practice, and experience using rational argument and evidence-based principles in order to develop professionally.</p> <p><b>IS2</b> Consider creative, innovative and/or original responses to presenting problems and issues in relation to the principles of professional practice within Health and Social Care.</p> <p><b>IS3</b> Demonstrate the promotion of partnership working through skilled, proficient team inter-professional and multi-agency collaboration and communication, whilst recognizing and evaluating sector challenges.</p>	
<p><b>Transferable Skills (TS)</b></p> <p><b>TS1</b> Demonstrate the ability to communicate effectively using appropriate methods (including Information and Communications Technology (ICT)) to a range of audiences with different levels of knowledge and expertise.</p> <p><b>TS2</b> Demonstrate a critical awareness of professional autonomy, accountability, regulation, legal and ethical issues, and in relation to working collaboratively within the sector of Health and Social Care.</p>	

**TS3** Demonstrate the ability to make and effectively communicate decisions and be able to function confidently as a member of the wider Health and Social Care team.

**TS4** Demonstrate through critical reflection one's own views, perspectives, practice, and experience using rational argument and evidence-based principles, in order to develop professionally.

## **20 | Exit Award Learning Outcomes**

### **Learning Outcomes – Higher Education Certificate Health and Social Care**

#### **Knowledge and Understanding (KU)**

**KU1** Demonstrate detailed knowledge and systematic understanding of the theory and practice of Health and Social Care from a local, national, and international perspective.

**KU3** Acquire an awareness of the diversity and global context of Health and Social Care practice.

#### **Subject Professional Skills (SPS)**

**SPS1** Demonstrate a comprehensive understanding of the complex nature of assessment and intervention, informed by evidence-based knowledge.

**SPS2** Illustrate a critical awareness of values-based decision-making, inherent within reflective practice.

**SPS4** Show a critical appreciation of the complexity of working effectively within a Multi-Disciplinary Team (MDT), with an appreciation of the challenges of leadership in a professional context.

#### **Intellectual skills (IS)**

**IS1** Critically reflect on one's own views, perspectives, practice and experience using rational argument and evidence-based principles, in order to develop professionally.

#### **Transferable skills (TS)**

**TS1** Demonstrate the ability to communicate effectively using appropriate methods (including Information and Communications Technology (ICT)) to a range of audiences with different levels of knowledge and expertise.

**TS3** Demonstrate the ability to make and effectively communicate decisions and be able to function confidently as a member of the wider Health and Social Care team.

### **Learning Outcomes – Higher Education Diploma Health and Social Care**

#### **Knowledge and Understanding (KU)**

**KU1** Demonstrate detailed knowledge and systematic understanding of the theory and practice of Health and Social Care from a local, national, and international perspective.

**KU2** Expound a critical understanding of the relationship between theory and practice in the subject of Health and Social Care.

**KU3** Acquire an awareness of the diversity and global context of Health and Social Care practice.

### **Subject Professional Skills (SPS)**

**SPS1** Demonstrate a comprehensive understanding of the complex nature of assessment and intervention, informed by evidence-based knowledge.

**SPS2** Illustrate a critical awareness of values-based decision-making, inherent in reflective practice.

**SPS3** Demonstrate a detailed and systematic breadth and depth of knowledge and understanding of contemporary social policy and practice issues.

**SPS4** Show a critical appreciation of the complexity of working effectively within a Multi-Disciplinary Team (MDT), with an appreciation of the challenges of leadership in a professional context.

### **Intellectual skills (IS)**

**IS1** Critically reflect on one's own views, perspectives, practice, and experience using rational argument and evidence-based principles, in order to develop professionally.

**IS2** Consider creative, innovative and/or original responses to presenting problems and issues in relation to the principles to professional practice within Health and Social Care.

### **Transferable skills (TS)**

**TS1** Demonstrate the ability to communicate effectively using appropriate methods (including Information and Communications Technology (ICT)) to a range of audiences with different levels of knowledge and expertise.

**TS2** Demonstrate a critical awareness of professional autonomy, accountability, regulation, legal and ethical issues, and in relation to working collaboratively within the sector of Health and Social Care.

**TS3** Demonstrate the ability to make and effectively communicate decisions and be able to function confidently as a member of the wider Health and Social Care team.

## SECTION C – STRUCTURE

<b>21a</b>	<b>Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b>
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### Level 4 – 120 credits

<b>Level 4</b>	<b>Semester 1</b>	HSC40122 Foundations in Health and Social Care (30 credits)	HSC40222 Society and Self across the Lifespan (30 credits)
	<b>Semester 2</b>	HSC40322 Contemporary Perspectives and Practice in Health and Social Care (30 credits)	HSC40422 Introduction to Evidence-informed Practice and Decision Making (30 credits)

### Level 5 – 120 credits

<b>Level 5</b>	<b>Semester 3</b>	HSC50122 The Law, Ethics, and the Individual (30 credits)	HSC50222 Health, Well-being and Society: A Global Perspectives Locally (30 credits)		HSC50622 Professional Development (15 credits) or GA Enhancement Module
	<b>Semester 4</b>		HSC50422 Collaborative Practice in Health and Social Care (15 credits)	HSC50322 Research Skills for Practice (15 Credits)	HSC50522 Mental Health, Well-being, and Resilience (15 credits) or GA Enhancement module

### Level 6 – 120 credits

<b>Level 6</b>	<b>Semester 5</b>	HSC60322 Leading Health and Social Care (30 credits)	HSC60422 Dissertation (45 credits)	HSC60122 Individuality and Diversity: Meeting Everyone's Needs (15 credits)	HSC60622 Ageing Well in the 21 <sup>st</sup> Century (15 credits)
	<b>Semester 6</b>				HSC60522 Using Research in Practice (15 credits)

<b>21b</b>	<b>Module Structure</b>
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#### Level 4

<b>Core Modules</b>				
Code	Status	Module Title	Semester	No of credits
HSC40122	Core	Foundations in Health and Social Care	1	30
HSC40222	Core	Society and Self across the Life Span	1	30
HSC40322	Core	Contemporary Perspectives and Practice in Health and Social Care	2	30
HSC40422	Core	Introduction to Evidence Informed Practice and Decision Making	2	30

#### Level 5

<b>Core Modules</b>				
Code	Status	Module Title	Semester	No of credits
HSC50122	Core	The Law, Ethics, and the Individual	1 and 2	30
HSC50222	Core	Health, Wellbeing and Society: A Global Perspective Locally	1	30
HSC50322	Core	Research Skills for Practice	2	15
HSC50422	Core	Collaborative Practice in Health and Social Care	2	15
<b>Subject Enhancement Modules</b>				
HSC50522	Non-core	Mental Health Well-being, and Resilience	2	15
HSC50622	Non-core	Professional Development	1	15

**Level 6**

<b>Core Modules</b>				
Code	Status	Module Title	Semester	No of credits
HSC60122	Core	Individuality and Diversity: Meeting Everyone's Needs	1	15
HSC60322	Core	Leading Health and Social Care	1 and 2	30
HSC60422	Core	Dissertation	1 and 2	45
Subject Enhancement Modules				
HSC60522	Non-core	Using Research in Practice	2	15
HSC60622	Non-core	Ageing Well in the 21st Century	1	15

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

<b>22</b>	<b>Curriculum Design</b>
<p>It is acknowledged that health and social care provision is stretched beyond any previous estimates, with commentators emphasising that the UK National Health Service (NHS) is no longer “fit for the purpose for which it was designed” (Baggott, 2011, p10). For instance, the management and care of an ageing population with complex health and social care needs, changes in expectations and technologies, and challenges to resources from workforce shortages and funding, all contribute to services which are overstretched.</p> <p>As a Bachelor of Science Award, this programme provides students with an opportunity to focus on and undertake research into their subject area i.e. health and social care. Their academic energies focus on reflecting critically and evaluating the practical facets of Health and Social Care, and they are supported through a variety of placements and sector specific learning.</p> <p>This Programme’s focus is on the promotion of values-based, holistic individualised care provision with consideration of effective practice and liaison with members of the multi-disciplinary team, both statutory, independent, and voluntary. Its aim is to promote community health and wellbeing, and it has a strong focus on both individual patients needs as well as that of the wider population (local, national, and global). The acquisition of transferable skills supports the promotion of the self-care agenda and focus on prophylactic and early intervention strategies to ensure services meet needs and expectations both current and future.</p> <p>The Programme focusses on six integral, curricula pillars that spiral throughout the programme modules, and which are inherent elements of the graduate attributes that students will acquire. These are:</p> <ul style="list-style-type: none"> <li>1) <b>Autonomous learning</b></li> <li>2) <b>Critical thinking and Reflection</b></li> <li>3) <b>Problem solving and decision making through effective utility of evidence-based practice and research.</b></li> <li>4) <b>Values-based ethically focused care</b></li> <li>5) <b>Practice improvement and innovation</b></li> <li>6) <b>Leadership and management</b></li> </ul> <p>The curriculum adopts an Inter-Professional Educational (IPE) approach (where possible), and it seeks to promote innovation and leadership across the field of Health and Social Care. Students will use critical reflection to consider relevant health and social care issues within their own lives and where relevant, within</p>	

their own practice, whilst considering values-based and ethical frameworks of governance. They will be supported to consider wider implications of both practice issues and challenges, whilst reflecting locally, nationally, and internationally. They will be encouraged to consider creative and innovative ways of enhancing and improving practice.

This Programme will attract a diverse range of students; some will be currently practicing in the field of Health and Social Care and others will be considering a career within the sector. The Programme serves to support student needs to help advanced practice professionally, whilst understanding students' wider personal and professional commitments

The curriculum is designed to enable students to construct their learning journey in accordance with either their current job role and/or to meet the needs of career aspirations and future roles. All modules are supported by a spiral curriculum which sees six pillars (Section Above) supporting all the learning across all modules and the entire programme. Modules are a mix of compulsory and optional, with four compulsory modules at L4 (i.e., year one) and a blend across the remaining two years with two optional modules per semester. These optional modules are worth 15 credits each and may be considered as part of an exchange with other similar modules on other related programmes and at the discretion of the programme leader. In the final year (L6) there is a "capstone project" which forms the basis of the final award and is a supported independent learning project which focuses on an area of practice which is of interest to the student. All modules use the six pillars implicitly to support learning and teaching, which ensures synchronicity across the Programme and lead to a curriculum which focuses on elements that pertain to and support effective learning within the field.

The first year introduces Health and Social Care concepts and encourages reflection on and in practice. Further modules in subsequent years offer the opportunity to explore, develop and apply specific learning around contemporary areas of practice which will be enhanced further through the optional modules. These all build towards the Dissertation (Capstone project) and are seen as an opportunity for students to add value to the quality of provision within the field of Health and Social Care practice.

## 23 Learning and Teaching Strategies

Learning and Teaching strategies utilise a diverse approach, with activities taking place face-to-face in the classroom, such as seminars, keynote lectures, workshops and tutorials, all supported through the effective use of a Virtual Learning Environment (VLE) to support autonomous learning (See Section 26 Technology Enhanced Learning). It is acknowledged that a varied learning and teaching approach is critical to this Programme due to the diverse nature of the student group, who require a Programme with flexibility both in

terms of content access and delivery, as well as opportunities for guided learning and support, with a view to building an autonomous learner.

During the Programme, students will study a total of 360 credits, with 120 credits being taken each academic year and at each Level. The Programme structure provides some flexibility which affords students the opportunity, where appropriate, to build their individual learning pathway based on their current and future professional needs, which will be supported by their personal tutor and a career development plan.

Within the Programme there is strong emphasis on ethical practice-focused learning, which will require students to focus on specific areas of practice through the use of a variety of self-selected reflective models. This encourages reflexivity and critical reflection of not only individual learning styles and needs, but also of individual practice.

A defining feature of this Programme is the development of the student's ability to undertake purposeful critical thinking and reflection. Modules develop and enhance the validity of judgments through the effective utility of evidence-based practice, which will inform effective decision-making resulting in practice enhancement. The development of students' ability is supported by the curricula pillars and placement activity (See Section 27, *Work-related Learning*).

The Programme provides a diverse range of opportunities for students to develop sector specific skills (that is within the field of Health and Social Care provision), as well as gain a generic knowledge which crosses regional, national and international boundaries (See Section 27, *Work-related Learning*).

<b>24</b>	<b>Assessment Strategies</b>
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The assessment strategy has been designed to support effective demonstration of the programme learning outcomes, alongside specific module outcomes. It systematically builds knowledge and understanding to support the final Dissertation (capstone project) where skills are required to design, implement, and evaluate a research output, which will add to the current knowledge base within health and social care and seek to enhance service effectiveness and provision.

The assessment strategy within the programme affords students the opportunity to demonstrate confidence in articulating their ideas and knowledge from the first year through to the final Dissertation. The strategy maintains a focus on both their individual and practice experience where appropriate. It supports the development of an independent learner who has a range of transferable skills both academic and professional.

Using the previously cited six pillars, assessments will test the scaffolding which supports the overall programme learning outcomes and will assist students not only to develop their academic skills, but link these to practice in order to drive critical reflection and quality improvement across the Health and Social Care sector.

Throughout the programme, research and evidence-based practice is an integral theme. Specific research focused modules use assessments to support the development of the skills required for the final Dissertation. This consists of an independent research project (with academic supervision) and the completion of a research report. For example, the module *Introduction to Evidence Informed Practice and Decision Making* (HSC40422) will explore the usefulness of evidence in the practice setting and consider how this supports the rationale behind decision-making processes. The integrity of evidence and its value in practice will be considered by undertaking critical evaluations through literature reviews. Modules such as *Contemporary Perspectives in Health and Social Care Provision* (HSC40322) and *Health, Wellbeing and Society: A Global Perspective Locally* (HSC50222) will ensure creditable evidence is used to inform practice.

A variety of assessments will be utilized across the Programme, which enable students to demonstrate confidence in their articulation of knowledge and critical understanding within their current or intended practice setting. Indicative methods used are written case studies, an exam, posters and presentations.

Assessments will provide a reflexive learning platform that will enable students to build on their critical reflection skills, enabling them to evaluate their current practice and performance. All assessments build towards the Dissertation element, which, based on their observations of practice during placements, takes an ethical look at an area, that may need enhancement.

The diversity of assessment tasks will appeal to the range of abilities across the student body. In addition, the variety of assessments will build the academic skills of learners who may be returning to Higher Education after some time. Students who have specific learning requirements will be offered access to the relevant learning and support services, as well as through the module team and Personal Tutor.

<b>Assessment strategy</b>						
<b>Module Code</b>	<b>Module Description</b>	<b>Credits</b>	<b>Year</b>	<b>Assessment and Learning Methods: KIS</b>		
				<b>Exam/Written %</b>	<b>Practical %</b>	<b>Coursework %</b>
HSC40122	Foundations in Health and Social Care	30	1		30	70
HSC40222	Society and Self across the Life Span	30	1			100
HSC40322	Contemporary Perspectives and Practice in Health and Social Care	30	1			100
HSC40422	Introduction to Evidence Informed Practice and Decision Making	30	1			100
HSC50122	The Law, Ethics, and the Individual	30	2			100
HSC50222	Health, Wellbeing and Society: A Global Perspective Locally	30	2			100
HSC50322	Research Skills for Practice	15	2			100
HSC50422	Collaborative Practice in Health and Social Care	15	2			100
HSC50522	Mental Health, Well-being, and Resilience	15	2		100	
HSC50622	Professional Development	15	2			100
HSC60122	Individuality and Diversity: Meeting Everyone's Needs	15	3		100	
HSC60322	Leading Health and Social Care	30	3			100
HSC60422	Dissertation	45	3		20	80
HSC60522	Using Research in Practice	15	3		100	

HSC60622	Ageing Well in the 21st Century	15	3			100
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### Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
HSC40122	Foundations in Health and Social Care	30	1	70% Part 1 – Essay 30% Part 2 - Poster and oral presentation	3000 e/q 1000	End of Semester 1 Mid Semester 1
HSC40222	Society and Self across the Life Span	30	1	50% Part 1 – Case based essay 50% Part 2 – Reflective account	2000 2000	End of Semester 1 End of Semester 1
HSC40322	Contemporary Perspectives and Practice in Health and Social Care	30	1	50% Part 1 - Essay 50% Part 2 – Reflective Placement Account (with portfolio)	2000 2000	Mid Semester 2 End Semester 2
HSC40422	Introduction to Evidence Informed Practice and Decision Making	30	1	50% Part 1 – Literature Search 50% Part 2 – Reflective account of learning	2000 2000	Mid Semester 2 End Semester 2
HSC50122	The Law, Ethics, and the Individual	30	2	30% Part 1 – Reflective account 70% - Practice portfolio	2000 3000	End Semester 1 End Semester 2
HSC50222	Health, Wellbeing and Society: A Global Perspective Locally	30	2	50% Part 1 – Essay 50% Part 2 – Health	2500 e/q 2500	Mid Semester 1 End: Semester 1

				promotion artefact		
HSC50322	Research Skills for Practice	15	2	Formative Ethics Form Research Proposal	2500	Mid Semester 2 End Semester 2
HSC50422	Collaborative Practice in Health and Social Care	15	2	– Reflective Placement Account (with portfolio)	2500	End Semester 2
HSC50522	Mental Health, Well-being, and Resilience	15	2	Individual Presentation of artefact	e/q 2500 (10 minutes)	End Semester 2
HSC50622	Professional Development	15	2	CPD Portfolio	2500	End Semester 1
HSC60122	Individuality and Diversity: Meeting Everyone's Needs	15	3	Individual oral presentation	e/q 2500 (15 minutes)	End Semester 1
HSC60322	Leading Health and Social Care	30	3	50% Part 1 - Practice reflection 50% Part 2 – Reflective Placement Account (with portfolio)	3000 3000	End: Semester 1 May: Semester 2
HSC60422	Dissertation	45	3	80% Part 1 Research Project 20% Part2- Individual Poster Presentation	8000 e/q2000 (10 mins)	End Semester 2 End Semester 2
HSC60522	Using Evidence in Practice	15	3	Academic Poster presentation	10 mins	End Semester 2
HSC60622	Ageing well in the 21st Century	15	3	Health Promotion artefact	3000	End Semester 1

## 25 Inclusive Practice and Personal Development Planning

Students on this Programme will be students who are looking for a career in Health and Social Care. The programme has not been designed to meet the requirements of any specific professional accreditation but is in

line with employer requirements in the Health and Social care sector using Skills for Health and Health Education England's Career frameworks. It embraces the necessary requirements for the Care Quality Commission's Registered home manager scheme, providing learning opportunities that are meaningful and of an appropriate manner to support this.

The Government has acknowledged that in a number of employment sectors there are gaps in professional accreditation, and to this end are developing vocational routes to achieve this.

The commitment to widening access and participation is a vital element to this programme. The Programme adheres to the relevant legal and policy guidelines around anti-discrimination. All students will be supported throughout their Programme with access to the range of services such as specialised learning development, digital learning development, library and resources, and student support for pastoral needs, which are offered at BGU or, in the case of partnerships, at the students' delivering institution. BGU operates a Personal Tutor system to support students directly, where the programme is delivered at a partner institution, the delivering institution will provide a similar level of personal tutoring support.

## **26 Technology Enhanced Learning**

Learning will be enhanced by the digital capabilities of a relevant Virtual Learning Environment (VLE) platform, thus meeting the increased student expectation of flexible and differentiated learning provision. Synchronous face-to-face learning with synchronous and/or asynchronous online components, provides a powerful response to learner needs, building a valuable bridge from formalised education to informal learning space. This approach meets the learning needs and styles of the students accessing the Programme, many of whom have busy professional and personal lives and often find traditional modes of education challenging for a variety of reasons. In addition, students will be encouraged to use on-line Library resourced databases for their searches. Included within the BGU-based Library Systems are access to journals and specific subject related learning resources. Partner institutions delivering this programme will make sure that similar electronic resources are available to the students studying there. Module specific elements are laid down within individual modules.

## **27 Work-related Learning and/or Placement**

### ***Vision Statement***

The BSc (Hons) Health and Social Care provides students with a learner centered, practice-focused programme of study. The degree aims to meet their personal, professional and employability needs with a Placement Experience at the core. Formal placements are an essential part of this programme and seek to not only align theory to practice but to bridge the divide.

Health and Social Care will benefit from the particularly strong and developing partnership with employers. We are committed to working in partnership with employers where this enriches and supports the course and helps prepare students for further professional qualifications or the world of work. The over-riding aim is to develop a robust Framework of Partnership in Action, which will assure the quality of experience of Health and Social Care students. This will be demonstrated through inter-professional networking across different health and social care settings.

The Programme provides Placement Experience across the three years, enabling students to meet with the diversity of the population experienced within the remit of Health and Social Care. Each placement incorporates two components: professional and academic. All students will be able to seek out opportunities within placement settings to enhance their learning.

The placement at Level 6 involves work experience or a project with employer involvement. This enables students to apply knowledge and skills in a real-life context offering them a valuable experience to draw upon when they present themselves to employers or selectors upon graduation. The nature of the tasks undertaken by students will depend on the focus of the employer in which they are placed. Health and Social Care is a diverse field, and we aim to place students within their areas of interest. A major part of placement learning is the social and cultural aspect where they have to fit into a team, engage with service users and staff and understand local customs.

An essential component of the placement experience requires the students to take part in a practice community approach, where all members actively engage in critical discussion of practice to enhance learning and attainment of new skills.

Students will be expected to complete a portfolio containing a mixture of job specific, personal and programme related outcomes. As part of this portfolio, they will be encouraged to engage in reflective practice and critical thinking around their placement experience. Opportunity to develop skills that will be useful to them in their future careers or further studies will be enhanced through shared learning with the placement setting and the University Health and Social Care Community.

In all cases, the course will adhere, as appropriate, to the requirements of the BGU *Code of Practice for Work-based Learning*. Where formal placements occur, they are supported by a placement handbook.

A learning contract will form part of the portfolio assessments in modules HSC40322, , HSC50422 and HSC60322, with the supervision of practice being negotiated with a placement setting. The student will be supported during their placement experience to enhance learning.

<b>28</b>	<b>Employability</b>
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The Health and Social Care sector is a dynamic and constantly changing environment and it will be important for the future workforce to be flexible and responsive. There is a requirement for practitioners to have skills to deliver more proactive care that is person-centred, and which meets the needs (and expectations) of children and/or adults. This needs to be undertaken in partnership with other services and agencies (statutory and voluntary). The critical importance of joined-up health and social care provision is stressed throughout the Programme with a strong emphasis on the development and understanding of each other's role in integrated delivery. It offers both a stimulating course of study and an NHS Graduate entry route into a large and growing number of Health and Social Care careers. For those wishing to progress onto careers within regulated professions such as Social Work, Nursing or Allied Health Care Professionals such as Occupational Therapists and Physiotherapists, applicants will be made aware of the opportunities for Graduate entry programmes.

The focus of the BSc (Hons) in Health and Social Care is to develop employability by ensuring that the education students receive on this course is enabling and creative, whilst reflecting a practical reality.

Careers that students can aspire to will include direct employment as well as employment through further study (such as the MA in Health and Social Care leadership and the MSc in Mental Health Well-being and resilience at BGU) or other graduate entry schemes. Other career opportunities exist for example graduate entry programmes into Nursing, Medicine, Allied Healthcare Professional roles, and social work and can be found on Health Careers and Skills for Health websites.

Bearing in mind the above, the programme has a strong employability and graduate attributes framework. There will be support for personal, professional and career development, for example through the University's Development and Career Plan or a similar mode of support at partner institutions.

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## SECTION E - PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>In order to be admitted to the Programme applicants will need to achieve between 96-112 UCAS tariff points (from a maximum of four Advanced level qualifications. A range of qualifications meet this requirement such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U. Consideration may also be given to those with prior learning with the use of a bridging assessment to confirm suitability.</p> <p>In addition, all students will need an Enhanced Disclosure Check from the Disclosure and Barring Service (DBS). A successful Enhanced Disclosure is required on commencing the course.</p> <p>If you have recently completed or have studied modules as part of a previous qualification, you may apply for Recognition of Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable those seeking direct entry in Level 5 or 6 to meet programme specific Level 4 and 5 learning outcomes. Minimum admissions points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University online prospectus</p> <p><a href="https://www.bgu.ac.uk/courses">https://www.bgu.ac.uk/courses</a></p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>General</p> <p>The BSc (Hons) Health and Social Care programme is authored and validated at BGU. It is subject to BGU Codes of Practice and Regulations, including quality assurance, external examining, and awards. The programme will be managed through the Faculty structure at BGU. It will have a named programme leader within the Health and Social Care subject team.</p> <p>Collaborative Partnerships</p> <p>Collaborative, academic partnerships are subject to relevant processes and formal agreements being implemented at institutional level. Where the BSc (Hons) Health and Social Care programme is delivered by an external, partner institution, this collaboration is executed under the terms and conditions of individual institutional partnership agreements and the BGU Code of Practice for Collaborative Provision.</p> <p>In keeping with the BGU Code of Practice for Collaborative Provision, whenever the BSc (Hons) Health and Social Care programme is delivered collaboratively with a partner institution, the programme leader at the</p>	

delivering institution is responsible for the day-to-day organisation of the programme. This involves producing schemes of work and teaching materials, planning and resourcing all teaching, learning and assessment on the programme. The delivering institution will undertake marking and internal moderation.

Course timelines and assessment points will be agreed between the delivering institution and BGU, enabling suitable time frames for cross moderation and external examining, and BGU's Module Boards and Boards of Examiners. BGU will be responsible for ensuring that a suitable External Examiner has been appointed.

The named programme leader within the subject team at BGU (or delegated) will act as the subject-specialist link tutor. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice. The programme will adhere to BGU's Quality Assurance mechanisms and processes including Programme Committee Meetings (three times per year), annual monitoring reports (AMR), and enhancement planning. The programme will adhere to Codes of Practice at BGU/the delivering institution as set out in the institutional agreement.

In modules HSC40322, HSC50422 and HSC60322, students will be expected to observe practice guided by an allocated supervisor (See Section 27 – Work-related Learning). A learning agreement plan within the **Practice Handbook** which is part of the student's learning portfolio, will be completed by both student and supervisor at beginning of the placement, confirming the learning experience outcomes and action plan. This will then be completed at the end of the placement and signed by the student, supervisor and module leader. This will confirm the hours attended in practice which are essential to enable students to pass the relevant module and provide both the student and Personal Tutor (or equivalent role) with an action plan for future learning such as alignment the Development and Career Plan.

### 31 Staff Responsibilities

The programme leader at the delivering institution is responsible for day-to-day organisation, including producing schemes of work and teaching materials, and planning and resourcing all teaching, learning and assessment on the programme. The programme team at the delivering

institution remains under the leadership and management structures of their employing institution. Module leadership may be delegated, accordingly.

In keeping with the BGU Code of Practice for Collaborative Provision, whenever the BSc (Hons) Health and Social Care programme is delivered collaboratively with a partner institution, the named programme leader within the subject team at BGU (or delegated colleague) will act as the subject-specialist link tutor. This work will be overseen by the relevant Head of Programmes, on behalf of BGU academic faculty. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook.

Sharing of teaching resources across institutions delivering the same/similar programmes is considered good practice and is encouraged, wherever possible to enhance the teaching and learning on the programme and promote a positive student experience.

The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

### **32 | Programme Specific Academic Student Support**

The delivering institution will be responsible for specific academic support related to this programme, such as IT support, access to VLE and other applications, relevant software, and data bases. The delivering institution will be responsible for the conduct of assessment and associated support for students during the assessment process.

### **33 | Programme Specific Student Evaluation**

The Programme will be evaluated using the internal feedback systems currently in place at the delivering institution, such as the Bishop Grosseteste University Student Satisfaction Survey (BGUSSS). Other surveys will be utilised where relevant. All external expertise will use student evaluation to further enhance the learning and teaching experience.

The programme complies with current BGU institutional evaluation policies. The delivering institution will enable students to participate in relevant evaluations and surveys. This might be facilitated by BGU, as appropriate to the programme and site of delivery.

Under the BGU Code of Practice for Collaborative Provision, where delivered collaboratively, the Programme Committee includes student representation and offers an additional forum for student voice. The delivering institution may augment this with its internal representation and evaluation processes.

## SECTION F – MAPPING

### MAP I

#### ASSESSMENT /OUTCOMES MAP

**FINAL AWARD - BSc (Hons) (360 credits total with 120 credits at Level 6, 120 at Level 5 and 120 at Level 4)**

Module Code	Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HSC40122	Foundations in Health and Social Care	✓			✓	✓			✓						
HSC40222	Society and Self across the Life Span	✓		✓		✓		✓	✓			✓		✓	
HSC40322	Contemporary perspectives and practice in Health and Social Care	✓		✓	✓			✓	✓			✓		✓	
HSC40422	Introduction to Evidence Informed Practice and Decision Making	✓			✓			✓	✓		✓				
HSC50122	The Law, Ethics and the individual	✓		✓		✓		✓	✓	✓			✓		
HSC50222	Research Skills for Practice	✓		✓	✓	✓		✓							
HSC50322	Health, Wellbeing and Society: a Global Perspective Locally	✓		✓	✓		✓		✓			✓	✓	✓	
HSC50422	Collaborative Practice in Health and Social Care	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	

HSC50522 Opt 1	Mental Health, well-being, and resilience	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
HSC50622 Opt 2 (GA module)	Professional Development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HSC60122	Individuality and Diversity: Meeting Everyone's Needs	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
HSC60222	Advanced Research Skills	✓	✓		✓	✓	✓			✓		✓	✓	✓		✓
HSC60322	Leading Health and Social Care	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HSC60422	Dissertation	✓	✓	✓		✓	✓		✓	✓		✓		✓	✓	✓
HSC60622 Opt 1	Ageing well in the 21st Century	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
HSC60522 Opt 2	Using Research in Practice	✓	✓		✓	✓	✓			✓		✓	✓			✓

**Diploma in Health and Social Care (240 credits total - 120 Credits at level 5 and 120 Credits at Level 4)**

Module Code	Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HSC40122	Foundations in Health and Social Care	✓			✓	✓			✓						
HSC40222	Society and Self across the Life Span	✓		✓		✓			✓	✓		✓		✓	
HSC40322	Contemporary perspectives and practice in Health and Social Care	✓		✓	✓				✓	✓		✓		✓	
HSC40422	Introduction to Evidence Informed Practice and Decision Making	✓			✓				✓	✓					
HSC50122	The Law, Ethics and the individual	✓		✓		✓			✓	✓	✓		✓		
HSC50222	Research Skills for Practice	✓		✓	✓	✓			✓						
HSC50322	Health, Wellbeing and Society: A Global Perspective Locally	✓		✓	✓		✓		✓			✓	✓	✓	
HSC50422	Collaborative Practice in Health and Social Care	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	
HSC50522 Opt 1	Mental Health, well-being, and resilience	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
HSC50622 Opt 2 (GA module)	Professional Development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Certificate in Health and Social Care (120 credits at Level 4)

Module Code	Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HSC40122	<b>Foundations in Health and Social Care</b>	✓			✓	✓			✓						
HSC40222	<b>Society and Self across the Life Span</b>	✓		✓		✓		✓	✓			✓		✓	
HSC40322	<b>Contemporary Perspectives and Practice in Health and Social Care</b>	✓		✓	✓			✓	✓		✓	✓		✓	
HSC40422	<b>Introduction to Evidence Informed Practice and Decision Making</b>	✓			✓			✓	✓						

# SECTION G

## MAP 2

### Graduate Attribute Mapping

*Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.*

Attribute	HSC40122	HSC40222	HSC40322	HSC40422	HSC50122	HSC50222	HSC50322	HSC50422	HSC50522	HSC50622 Opt 2 (GA)	HSC60122	HSC60222	HSC60322	HSC60422	HSC60522 Opt 2
GA1 -Academic Literacies	X			X	X	X			X	X	X	X	X	X	X
GA2 -Global Citizenship			X		X	X				X	X	X	X	X	X
GA3 - Information Literacy	X		X	X		X	X			X	X	X	X	X	X
GA4- Digital Fluency	X		X	X		X	X	X		X		X	X	X	X
GA5 -Employability		X	X		X	X		X	X	X	X	X	X	X	X
GA6 -Being Enterprising			X	X	X		X			X	X	X	X	X	X

### Graduate Attributes

- GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
- GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

*NB the above align to the Employability outcomes on the module specifications*

<http://www.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

## SECTION H

MAP 3

## Approved Modifications to Programme Specification since Approval/Last Review

*The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.*

**SECTION I****MAP 4****Mapping of PSRB requirements against the Programme**

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>					
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						