



BISHOP
GROSSETESTE
UNIVERSITY

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 s/he takes 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.

1	BGU approval – date and outcome of last approval	4 March 2020
2	Next Scheduled Review Date: [Month/Year]	March 2025
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2020
4	Version Number	1.0

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 Specification the Programmes it relates to are clearly indicated for cross referencing.



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

1	Programme Specification Title
BSc (Hons) Health and Social Care	
1a	Programme Code
BSCHSC01F20	
2	Brief Summary (for Marketing Purposes)
<p>In recent years, the context of health and social care delivery has been a constant talking point across public and political agenda, and was a key feature in the manifestos of all political parties in the recent UK election due to the concerns that systems are overwhelmed by unprecedented demand (Oliver, et al, 2014). 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.</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 BSc 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 following a systematic approach to 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>	

The degree includes opportunities to carry out research in work placements, while studying, so supporting post graduate career opportunities. It provides an opportunity to bolster CVs and build networks in practice.

This flexible, learner-centred programme will provide opportunities for those working within, or looking for a career, in Health and Social Care to not only critically reflect on and evaluate their own practice and that of others, but also to enable a critical review of the strategic position of provision, thus ensuring this is contextually 'fit for purpose' and sustainable for future delivery demands.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time	3 years	
3b	Mode(s) of Study	Full-time		
4	Home Programme Area	Applied Social Sciences		
5	HECoS/UCAS code(s)	HECoS 100476	UTT/ITT N/A	UCAS Code B758
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Regulations for Undergraduate Awards		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	Bachelor of Science (Hons) Health and Social Care
10a	Exit or Fall back Award title(s)	<p>Certificate of Higher Education Health and Social Care (120 credits).</p> <p>Diploma of Higher Education Health and Social Care (240 credits).</p> <p>Students who do not complete the Dissertation and withdraw from the programme may be eligible for the following award:</p> <p>Bachelor of Science Health and Social Care (320 credits).</p>
10b	Pathway	N/A
11	<p>(i) Combined Honours Awards</p> <p>available eg:</p> <ul style="list-style-type: none"> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY • BSc/BA (Hons) XX with YY 	N/A

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	N/A
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	N/A

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the Programme Specification	At present there is no prescribed professional accreditation or 'fitness to practice' criteria for workers in
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		<p>the health and social care field, outside of the professions (social work, nurses, allied health professionals) registered with the Health Care Professions Council (HCPC).</p> <p>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.</p>
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
<p>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).</p>	
18	Programme Aim
<p>The Programme has been designed to support a flexible, learner-centred 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">• 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.• Exercise incisive critical analysis of relevant contextual issues whilst exploring the relationships between theory and practice in an everchanging Health and Social Care landscape.• Construct arguments and rationales in support of the development and enhancement of high-quality provision for those utilising health and social provision.• 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.	

(a) Final Award Learning Outcomes

On successful completion of the BSc (Hons) Health and Social Care, students will be able to:

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 a critical 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.

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 of professional practice within Health and Social Care.

IS3 Demonstrate the promotion of partnership working through skilled, proficient team inter-professional and multi-agency collaboration and communication, whilst recognizing and evaluating sector challenges.

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.

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 PGCE or 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

21a	Structures, modes of delivery (eg 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
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Year One

<u>Sem One</u>	<u>Sem Two</u>
HSC40120 Foundations in Health and Social Care (30 credits)	HSC40320 Contemporary Perspectives and Practice in Health and Social Care (30 credits)
HSC40220 Society and Self across the Life Span (30 credits)	HSC40420 Introduction to Evidence Informed Practice and Decision Making (30 credits)

Year Two

<u>Sem One</u>	<u>Sem Two</u>
HSC50120 Values Based Practice in Health and Social Care: The Law, Ethics and the Individual (30 credits)	HSC50320 Research Skills for Practice (30 credits)
HSC50220 Health, Wellbeing and Society: A Global Perspective Locally (30 credits)	HSC50420 Collaborative Practice in Health and Social Care (30 credits)

Year Three

<u>Sem One</u>	<u>Sem Two</u>
HSC60120 Individuality and Diversity: Meeting Everyone's Needs (30 credits)	HSC60320 Leading Health and Social Care (30 credits)
HSC60220 Advanced Research Skills (15 credits)	HSC60520 Using Research in Practice (15 credits)
HSC60420 Dissertation (30 Credits)	

21b	Module Structure (By Semester)
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Core Modules				
• <i>Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer – MA ONLY) – 4 – Full Year</i>				
Code	Status	Module Title	Period (number)	No of credits
HSC40120	Compulsory	Foundations in Health and Social Care	1 or 2	30
HSC40220	Compulsory	Society and Self across the Life Span	1 or 2	30
HSC40320	Compulsory	Contemporary Perspectives and Practice in Health and Social Care	1 or 2	30
HSC40420	Compulsory	Introduction to Evidence Informed Practice and Decision Making	1 or 2	30
HSC50120	Compulsory	Values Based Practice in Health and Social Care: The Law, Ethics and the Individual	1 or 2	30
HSC50220	Compulsory	Health, Wellbeing and Society: A Global Perspective Locally	1 or 2	30
HSC50320	Compulsory	Research Skills for Practice	1 or 2	30
HSC50420	Compulsory	Collaborative Practice in Health and Social Care	1 or 2	30
HSC60120	Compulsory	Individuality and Diversity: Meeting Everyone’s Needs	1 or 2	30
HSC60220	Compulsory	Advanced Research Skills	1 or 2	15
HSC60320	Compulsory	Leading Health and Social Care	1 or 2	30
HSC60420	Compulsory	Dissertation	4	30
HSC60520	Compulsory	Using Research in Practice	1 or 2	15
Optional Modules				
NA				

SECTION D - TEACHING, LEARNING AND ASSESSMENT

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Curriculum Design

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.

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.

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.

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:

- 1) **Autonomous learning**
- 2) **Critical thinking and Reflection**
- 3) **Problem solving and decision making through effective utility of evidence based practice and research.**
- 4) **Values-based ethically focused care**
- 5) **Practice improvement and innovation**
- 6) **Leadership and management**

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 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 innovate 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. All modules are compulsory across the three years and run over two semesters, with two 30-credit modules per semester, apart from the final year where there are two 15-credit modules (HSC60220 and HSC60520). These focus on confidence building for the Dissertation element (HSC60420), which runs across two Semesters. 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 offer the opportunity to explore, develop and apply specific learning around contemporary areas of practice, which all build towards the Dissertation 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
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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 the use of a Virtual Learning Environment (VLE) to support a 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*).

24	Assessment Strategies
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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 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* (HSC40420) 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* (HSC40320) and *Health, Wellbeing and Society: A Global Perspective Locally* (HSC50220) 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.

Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Assessment and Learning Methods: KIS		
				Exam/ Written %	Practical %	Coursework %
HSC40120	Foundations in Health and Social Care	30	1		30	70
HSC40220	Society and Self across the Life Span	30	1			100
HSC40320	Contemporary Perspectives and Practice in Health and Social Care	30	1			100
HSC40420	Introduction to Evidence Informed Practice and Decision Making	30	1			100

HSC50120	Values Based Practice in Health and Social Care: The Law, Ethics and the Individual	30	2	70		30
HSC50220	Health, Wellbeing and Society: A Global Perspective Locally	30	2			100
HSC50320	Research Skills for Practice	30	2			100
HSC50420	Collaborative Practice in Health and Social Care	30	2			100
HSC60120	Individuality and Diversity: Meeting Everyone's Needs	30	3		40	60
HSC60220	Advanced Research Skills	15	3			100
HSC60320	Leading Health and Social Care	30	3			100
HSC60420	Dissertation	30	3			100
HSC60520	Using Research in Practice	15	3		30	70

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
HSC40120	Foundations in Health and Social Care	30	1	70% Part 1 – Essay 30% Part 2 - Poster and oral presentation	3500 e/q 1000	Jan: Semester 1 May: Semester 2
HSC40220	Society and Self across the Life Span	30	1	50% Part 1 – Case based essay 50% Part 2 – Reflective account	2500 2500	Jan: Semester 1 May: Semester 2
HSC40320	Contemporary Perspectives and Practice in Health and Social Care	30	1	50% Part 1 - Essay 50% Part 2 – Reflective Placement Account (with portfolio)	2500 2500	Jan: Semester 1 May: Semester 2

HSC40420	Introduction to Evidence Informed Practice and Decision Making	30	1	50% Part 1 – Literature Search 50% Part 2 – Reflective account of learning	2500 2500	Jan: Semester 1 May: Semester 2
HSC50120	Values Based Practice in Health and Social Care: The Law, Ethics and the Individual	30	2	30% Part 1 – Reflective account 70% - See exam	2000 e/q 3000	Jan: Semester 1 May: Semester 2
HSC50220	Health, Wellbeing and Society: a Global Perspective Locally	30	2	50% Part 1 – Essay 50% Part 2 – Health promotion artefact	2500 e/q 2500	Jan: Semester 1 May: Semester 2
HSC50320	Research Skills for Practice	30	2	20% Part 1 – Ethics Form 80% Part 2 – Research Proposal	1000 4000	Jan: Semester 1 May: Semester 2
HSC50420	Collaborative Practice in Health and Social Care	30	2	50% Part 1 - report 50% Part 2 – Reflective Placement Account (with portfolio)	2500 2500	Jan: Semester 1 May: Semester 2
HSC60120	Individuality and Diversity: Meeting Everyone’s Needs	30	3	40% Part 1 – Individual oral presentation 60% Part 2 - Essay	e/q 2000 3000	Jan: Semester 1 May: Semester 2
HSC60220	Advanced Research Skills	15	3	100% Part 1 - Systematic Literature review	2500	Jan: Semester 1
HSC60320	Leading Health and Social Care	30	3	50% Part 1 - Practice reflection 50% Part 2 – Reflective Placement Account (with portfolio)	2500 2500	Jan: Semester 1 May: Semester 2
HSC60420	Dissertation	30	3	100% Research Project	6000	May: Semester 2

HSC60520	Using Evidence in Practice	15	3	70% Part 1 - academic poster 30% Part 2 – individual Viva	1500 10 mins	Jan: Semester 1 May: Semester 2
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25	Inclusive Practice and Personal Development Planning
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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 offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Support and Bishop Grosseteste University Library Services. It may be that there are students returning to Higher Education after some time or for the first time, and therefore their individual learning needs will be addressed through relevant Student Study Support mechanisms and a Personal Tutor.

26	Technology Enhanced Learning
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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.

27	Work-related Learning and/or Placement Learning Agreement/ Student Practice Plan
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Vision Statement

The BSc (Hons) Health and Social Care provides students with a learner centred, 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 HSC40320, HSC50420 and HSC60320, with the supervision of practice being negotiated with a placement mentor. The student will be supported by a

'systems team approach' within the placement setting to enhance the learning environment for students, enabling the wider team to participate with the learning experience of the Health and Social Care student.

28	Employability
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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 at BGU) or other graduate entry schemes. Other career opportunities exist and can be found on Health Careers and Skills for Health websites.

The University has commendable levels of employability in a range of its existing subjects include the current BA (Hons) in Health, Social Care and MA in Health and Social Care Leadership, and more recently the PGCert In General Practice Nursing. As such, it has a number of effective systems and structures in place to support students in seeking employment. Central to this is the Development and Careers Plan (DCP). The DCP is an on-line portfolio which is owned by the student and supported by the institution. Students complete a range of reflective tasks which help them link their academic and wider experience at the university to their anticipated exit route. The DCP is central to the reference-writing process as it is also used as a vehicle for tutor support in respect to employability.

The University has a well-established careers service. The careers service is staffed by qualified careers guidance counsellors and has strong links with local employers. Each student is offered individual support in finding future employment such as CV workshops, interview training and life-coaching.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<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>	
30	Programme Specific Management Arrangements
<p>The Programme Leader for the BSc (Hons) Health and Social Care will manage the Programme. The Programme will be taught by the Health and Social Care team who have a variety of sector experience across both health and social care. In addition, sessions will be provided by experts in the field both internally, such as for research, and externally through connections the team have with the community of practice both locally and beyond.</p> <p>In modules HSC40320, HSC50420 and HSC60320, 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 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 with an action plan for future learning and with the DCP.</p>	
31	Staff Responsibilities
<p>Staffing expertise within the current Health and Social Care subject team meets the delivery needs of the modules. However, it is also recognised that contemporary practice expertise will enhance elements of teaching and learning. Mechanisms for this will use a variety of routes through placement and other practice community contacts. All external expertise will use student evaluation to further enhance the learning and teaching experience.</p>	

32	Programme Specific Academic Student Support
<p>Close engagement with the wider professional services is a key feature of the student experience and will be embedded within each module and across the Programme. There will be sessions led by the Subject Librarian and CELT with access to and utility of these services actively encouraged. It is acknowledged that there may be students returning to Higher Education after some time away and therefore provision will be made to support them based on their individual needs. This will be supported and monitored by their Personal Tutor in partnership with any support services and the Programme Leader.</p>	
33	Programme Specific Student Evaluation
<p>The Programme will be evaluated using the internal feedback systems currently in place at BGU, such as the Bishop Grosseteste University Student Satisfaction Survey (BGUSSS). Other equivalents will be utilised where relevant.</p> <p>There will be an end of Programme Evaluation, which has been devised by the Programme team, to facilitate triangulation with the National Student Survey (NSS).</p> <p>As part of the ongoing quality assurance of the Programme, the Student Staff Consultative (SSC) will provide feedback to the Programme Management Team (who meet bi-monthly) and into other quality mechanisms. The SSC currently operates by using the Student Representative system, meeting once per semester and affording students the opportunity to address concerns in a dynamic and proactive way and provide feedback to cohorts.</p>	

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
HSC40120	Foundations in Health and Social Care	✓			✓	✓			✓						
HSC40220	Society and Self across the Life Span	✓		✓		✓		✓	✓			✓		✓	
HSC40320	Contemporary perspectives and practice in Health and Social Care	✓		✓	✓			✓	✓			✓		✓	
HSC40420	Introduction to Evidence Informed Practice and Decision Making	✓			✓			✓	✓						
HSC50120	Values Based Practice in Health and Social Care: The Law, Ethics and the individual	✓		✓		✓		✓	✓	✓			✓		
HSC50220	Research Skills for Practice	✓		✓	✓	✓		✓							
HSC50320	Health, Wellbeing and Society: a Global Perspective Locally	✓		✓	✓		✓		✓			✓	✓	✓	
HSC50420	Collaborative Practice in Health and Social Care	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	

HSC60120	Individuality and Diversity: Meeting Everyone's Needs	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
HSC60220	Advanced Research Skills	✓	✓		✓	✓	✓			✓		✓	✓		✓
HSC60320	Leading Health and Social Care	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HSC60420	Dissertation	✓	✓	✓		✓	✓		✓	✓		✓		✓	✓
HSC60520	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
HSC40120	Foundations in Health and Social Care	✓			✓	✓			✓						
HSC40220	Society and Self across the Life Span	✓		✓		✓		✓	✓			✓		✓	
HSC40320	Contemporary Perspectives and Practice in Health and Social Care	✓		✓	✓			✓	✓			✓		✓	
HSC40420	Introduction to Evidence Informed Practice and Decision Making	✓			✓			✓	✓						
HSC50120	Values Based Practice in Health and Social Care: The Law, Ethics and the Individual	✓		✓		✓		✓	✓	✓			✓		

HSC50220	Research Skills for Practice	✓		✓	✓	✓		✓							
HSC50320	Health, Wellbeing and Society: a Global Perspective Locally	✓		✓	✓		✓		✓			✓	✓	✓	
HSC50420	Collaborative Practice in Health and Social Care	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	

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
HSC40120	Foundations in Health and Social Care	✓			✓	✓			✓						
HSC40220	Society and Self across the Life Span	✓		✓		✓		✓	✓			✓		✓	
HSC40320	Contemporary Perspectives and Practice in Health and Social Care	✓		✓	✓			✓	✓			✓		✓	
HSC40420	Introduction to Evidence Informed Practice and Decision Making	✓			✓			✓	✓						

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	Modules												
	HSC40120	HSC40220	HSC40320	HSC40420	HSC50120	HSC50220	HSC50320	HSC50420	HSC60120	HSC60220	HSC60320	HSC60520	HSC60420
Academic Literacies	X			X			X			X		X	X
Global Citizenship			X		X	X			X		X		X
Information Literacy	X		X	X			X			X	X	X	X
Digital Fluency	X		X	X			X	X		X	X		X
Employability		X	X		X	X		X	X	X		X	X
Being Enterprising			X	X	X	X	X		X	X	X	X	X

Graduate Attributes

1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
2. **Global Citizenship** This is about understanding the global context in which you live, study and work
3. **Information Literacy** This is about being able to search for, locate, utilise and manage information effectively and ethically
4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
5. **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
6. **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.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H

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.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

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