

# Programme Specification

|  |  |                             |                |
|--|--|-----------------------------|----------------|
| <b>Programme Title and Name of Award</b>               | BSc (Hons) Health and Social Care  |                             |                |
| <b>Academic Level</b>                                  | 6  | <b>Total Credits</b>        | 360            |
| <b>Professional Body Accreditation / Qualification</b> | Not applicable   |                             |                |
| <b>Date of Professional Body Accreditation</b>         | Not applicable   | <b>Accreditation Period</b> | Not applicable |
| <b>UCAS Code</b>                                       | L510   |                             |                |
| <b>HECoS Code</b>                                      | 100476   |                             |                |
| <b>Criteria for Admission to the Programme</b>         | <p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:<br/> <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/bsc-hons-health-and-social-care/">https://www.cumbria.ac.uk/study/courses/undergraduate/bsc-hons-health-and-social-care/</a></p> <p>The following additional requirements apply for entry to this programme:</p> <ul style="list-style-type: none"> <li>• GCSE English Grade C/4</li> </ul> |                             |                |
| <b>Teaching Institution</b>                            | University of Cumbria  |                             |                |
| <b>Owning Institute</b>                                | Health   |                             |                |
| <b>Programme delivered in conjunction with</b>         | N/A  |                             |                |
| <b>Principal Mode of Delivery</b>                      | Face to Face   |                             |                |
| <b>Pattern of Delivery</b>                             | <p>Full Time</p> <p>This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader. In such cases, you will study modules alongside the full-time cohort that are running at the time.</p>  |                             |                |

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|  |   |                      |
|--|---|----------------------|
|  | Total weeks of study:   | 24 weeks             |
|  | Delivery pattern:   | 2x 12 week semesters |
|  | Standard semester dates:  | Yes                  |
| <b>Delivery Site(s)</b>  | London, Lancaster and Carlisle Fusehill Street campuses   |                      |
| <b>Programme Length</b>  | 3 years (Full Time)<br>Maximum registration period is 7 years   |                      |
| <b>Exit Awards</b>   | <p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>BSc Health and Social Care (with 300 credits)</p> <p>DipHE Health and Social Care (with 240 credits)</p> <p>CertHE Health and Social Care (with 120 credits)</p> |                      |
| <b>Period of Approval</b>  | August 2022   |                      |
| <p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:<br/> <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/bsc-hons-health-and-social-care/">https://www.cumbria.ac.uk/study/courses/undergraduate/bsc-hons-health-and-social-care/</a></p> |   |                      |

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

This degree programme in Health and Social Care provides you with the opportunity to achieve a nationally recognised academic award that has been designed to meet your needs, and facilitate progression as you build your career within Health and Social Care sectors. The key knowledge, understanding and experiences gained throughout the programme are structured to enhance employability within a sector that is experiencing continued growth.

The programme is designed to equip you with academic, research, analytical and problem solving skills ideally suited for a range of careers and career progression in the Health and Social Care sector. Health and Social Care will be examined, not just from a national perspective, but will encompass a global perspective, considering other cultural values and beliefs, approaches to care across diverse cultures and communities, recognising and appreciating similarities and differences alike.

Your programme *'will include content which is relevant to the world of work, emphasising problem-solving and the interaction of theory and practice. It will challenge you intellectually, promoting independence and confidence'* (University of Cumbria, Learning, Teaching and Assessment Strategy. Equally focussing upon one of the key themes from the same strategy we aim to *'provide an environment for the development of professionally relevant, research informed and innovative programmes'*. This theme not only provides a foundation for your area of study, but it also recognises the importance of using a clear educational curriculum model and framework to structure your programme, with you as the learner being central to this process.

Focussing on the knowledge and skills required for your employment, the curriculum accommodates the latest contemporary national and global developments, key elements of reflective practice and transformative learning. Our University of Cumbria graduate attributes recognise the importance of you being *"self-reliant, adaptable and flexible"* in your thinking and practice. This will be reflected in developing and enhancing your skills of enquiry and encouraging you to be *"open to change"* embracing the principles which underpin transformative learning.

## Programme Learning Outcomes

By the end of this Programme learners will be able to:

1. To provide a structured programme of study which provides a coherent scheme and progression route across each of the levels, recognising and valuing prior experience and learning and building on this through a process of transformative reflection.
2. To provide you with the opportunity to develop intellectual, analytical, and problem solving skills which encourage the development of mature and independent decision making, transformative reflection and reasoned judgement.
3. Develop conceptual knowledge and practical understanding of how techniques of enquiry enable the critical analysis, interpretation and application of contemporary evidence within your sphere of influence.
4. Develop graduate key attributes within the lifelong learning context.
5. Facilitate your development as a responsive and adaptive leader and/or change agent
6. Provide a learning experience which promotes the application of a robust client/user focus and a collaborative approach to working in a health and social care setting.

7. Provide a supportive and responsive learning environment that will enable students with different experiences to develop the flexible and transferable skill set required for a health and social care context.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and workplace experience in the light of recent scholarship and current statutory regulations.

## **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

### **After 120 credits of study (CertHE) you will be able to demonstrate:**

- K1.** a broad knowledge base and understanding of the scope and breadth of the subject areas studied.
- K2.** an understanding of the ethical perspectives and diversity of values associated with the health and social care sphere of practice
- K3.** the ability to utilise research and enquiry techniques to identify, analyse and interpret relevant evidence
- K4.** an understanding of the importance and benefits of reflection and the concept of transformative learning

### **After 240 credits of study (DipHE) you will be able to demonstrate:**

- K5.** an ability to utilise knowledge of the multidisciplinary nature of Health and Social Care to analyse health at individual, community, national and global levels
- K6.** an ability to utilise research findings to apply a critical and evaluative approach to the development of your academic studies
- K7.** an evolving understanding of the diversity and impact of determinants of health on individual health and well-being

### **After 360 credits of study (BSc Hons) you will be able to demonstrate understanding of:**

- K8.** The evidence, theories and policy drivers that underpin decision making and judgement in holistic health and social care environments.
- K9.** The professional, ethical and legal perspectives of health and social care practice, including diversity and cultural issues in the community and other health and social care settings.
- K10.** The need for and constraints of developing reflective practice, managing change and of multi-professional working including concepts and frameworks for transformative reflection, collaborative and partnership working.
- K11.** Use of initiative and self direction in the development of transformative solutions to problems.
- K12.** The key aspects relating to your experiences within health and social care, in order to plan and execute a piece of independent work.

## **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

### **After 120 credits of study (CertHE) you will be able to demonstrate:**

**S1.** the ability to effectively utilise established techniques of analysis and enquiry to facilitate discussion on and in current research

**S2.** the ability to communicate effectively with service users and carers, and with other professionals

**S3.** the professional values, qualities and transferable skills necessary for employment requiring a level of personal responsibility

**After 240 credits of study (DipHE) you will be able to demonstrate:**

**S4.** the ability to identify and manage your own learning needs, making use of a strong evidence base to support this

**S5.** the ability to integrate clear understanding of the complexity of ethical principles and their application within an area of health and social care practice

**S6.** the ability to integrate knowledge of and respond appropriately to equality, diversity and equity within health and social care

**After 360 credits of study (BSc Hons) you will be able to demonstrate understanding of:**

**S7.** Make sound professional judgments and utilise different modes of decision making.

**S8.** Search for, critically analyse and apply a contemporary evidence base for health and social care practice.

**S9.** Use information technology effectively, as a resource of information, as a learning aid and for the presentation of information.

**S10.** Take responsibility for own learning and development, using transformative reflection to analyse own capabilities, plan and implement actions within required deadlines.

**S11.** Utilise acquired knowledge and skills to enhance service user experiences and your own personal development.

**S12.** Use initiative in decision making and generate transformative solutions through the synthesis of ideas and information to enhance service user experiences and your own personal development.

## External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

- Public Health England (2017) consultation document [Facing the Facts, Shaping the Future](#) (a draft health and care workforce strategy for England to 2027)
- [QAA Subject Benchmark Statement: Health Studies](#) (2016).
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- [Student Achievement Strategy 2019-2021](#)
- [Institute of Health Employability Plan](#)

## Graduate Prospects

Completion of this programme of study will enhance your employability and career prospects. This may manifest in a number of ways, for example, you may use this degree to gain employment or a promotion within a professional role or to develop or extend your sphere of practice. Recent graduates have gone on to work in a variety of organisations and settings in enhanced roles, in managerial positions, in the NHS, teacher training and as business owners within the health and social care setting. There are numerous opportunities to continue studying to gain a qualification in Nursing, Midwifery or an Allied Health Profession such as Physiotherapy, Radiography or Occupational Therapy or within other disciplines such as Teaching and Social Work. Lifelong learning is fundamental within health and social care, and within our Practice Development Framework, there are opportunities to continue your studies via our professional health portfolio which offers opportunity to study individual modules through to a full Masters programme.

## Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The programme is designed to be flexible, utilising the full range of UoC digital resources and supported communication through learning technology (including online learning). You are actively facilitated to use, apply and integrate your developing knowledge within your practice and to develop an enquiring, evaluative approach to your study and practice, through both self and critical reflection, to facilitate a transformative learning experience.

### Learning and Teaching Methods will:

- Promote the development of inclusive practice and address a range of learner types
- "*Scheduled learning and teaching*" encompasses a variety of approaches to learning and teaching across the framework. Strategies include online and / or class-based workshop activities, facilitated discussion and debate, tutorials, guided study and reading, work based learning, reflection on practice, directed and independent study utilising electronic resources e.g Virtual Learning Environment (VLE), individual and group project work.
- Use learning technology to promote your learning and achievement, for example through the use of mobile technology, podcasts, webinars
- Provide active learning and social learning opportunities
- Provide appropriate engagement and facilitation models for face-to-face and blended learning
- Foster aspiration and career readiness through experiential and inter-professional learning
- Be relevant to the needs of your area of practice, emphasising problem-solving and the interaction of theory and practice

- Use research-informed teaching, drawing on health, social care and workplace knowledge and expertise to enhance reading and interpretation of research publications
- Actively enhance critical reflection of work based experiences
- Foster self-reflection, utilising strategies such as role play and debate, to facilitate opportunities to consider differing perspectives

The programme is delivered by a team of specialist, experienced lecturers, ensuring learning and teaching methods are contemporary and contextually relevant.

### **Summative and Formative Assessment Methods:**

All but one of your foundation year modules are designed with two summative assessments this is to allow you the opportunity to ease into undertaking assignments at HE level and for feedback to be provided to you and for you to develop further as you progress through a module. This particularly benefits students who enter this programme following a gap from education or who lack specific academic skills and confidence.

- Assessment load is minimised for your benefit whilst upholding robust academic standards
- Are designed to provide a creative and balanced strategy across the programme enabling students to evidence excellence in knowledge and skills development
- Provide a range of authentic, engaging and challenging formative assessment activities which as well as being important for learning, promote the value of formative assessment and contribute to the successful completion of the summative assignment task(s). Examples include quizzes, group work, peer review, presentations, reflection, tutorials, online activities which are designed to generate feedback on performance in order to improve learning
- Enable the valid testing of the programme learning outcomes, through a variety of summative "*written assignments*" including for example; portfolio, case study, reports, reflective accounts, response to peer review, academic essays, appraisal of evidence,
- Are relevant to health and social care settings, allowing for authentic assessment and effective formative feedback to facilitate your success
- Are matched to specific module content and outcomes
- Self and peer assessment to facilitate critical reflection and to support active learning
- Provide a structure for scaffolding learning, building upon knowledge and understanding as you progress. An example of this is the Negotiated Learning in Health and Social Care module which is studied at levels 5 and 6 and which offers an opportunity to tailor your study to your own learning needs and interests at level 5 and build in greater depth and breadth in your academic writing at level 6.
- Encourage you to critically reflect on your knowledge and skills development, in order to develop your ability to make sound professional judgements and to challenge previously held beliefs.

### **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.



As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher. The Negotiated Learning in Health and Social Care modules afford you a 'safe space' to pursue an area of personal and professional interest within health and social care in greater depth whilst developing skills in self-directed, independent learning. Your designated subject tutor will provide you with personal tutorial support and assist you in identifying key learning resources related to your area of study.

### **Induction**

You will be contacted by the University prior to your arrival with details of all the induction activities.

We understand that starting University can be an exciting but also challenging experience. We consider that Induction last beyond welcome week and work with the students union to ensure you are supported through your first weeks at University. During induction week you will be given key information for your studies both from the health and social care teaching staff and the wider University. You will meet your fellow students and the teaching team, including your personal tutor (see below). You will also be given time to settle in and prepare for the commencement of your studies. You will have the opportunity to join sports clubs and other University student societies. We believe it is important that you engage in wider University activities and become active within the University Community.

International students are given extra support through additional induction, acclimatization activities and border control requirements.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

<https://my.cumbria.ac.uk/media/MyCumbria/Documents/PersonalTutorPolicy.pdf>

### **Personal Development Planning**

Personal Development Planning is an intrinsic part of this programme and a key function of your Personal Tutor. Their role is to support you to identify and meet your personal and professional learning and development needs.

### **Library Services and Academic Skills**

The Library home page can be accessed here: <https://my.cumbria.ac.uk/Student-Life/Learning>.

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site.

The [Student Enquiry Point](#) is a simple way to contact Library and [Skills@Cumbria](#) Services. Additional skills support for students is offered via:

- [Workshops](#)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Headstart](#) Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for your transition into university and to start to develop the academic skills that will help them become successful students. library, academic and digital skills that will help you become successful students. Learning at university, academic writing and referencing are key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

[Head Start Plus](#) : Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

### **Student Support Services**

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)

- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).

| <b>Programme Curriculum Map: Full Time</b> |                    |  |                |                       |                                    |
|--|--------------------|--|----------------|-----------------------|------------------------------------|
| <b>Academic Level</b>                      | <b>Module Code</b> | <b>Module Title</b>  | <b>Credits</b> | <b>Module Status*</b> | <b>Programme Outcomes achieved</b> |
| 4  | HESC4000           | Developing Academic Writing and Reflective Practice                    | 20             | Compulsory            | K1, K3, K4<br>S1                   |
| 4  | HESC4001           | Introduction to Health and Well-being                                  | 20             | Compulsory            | K1, K2<br>S1, S3                   |
| 4  | HESC4002           | Personalisation in Health and Social Care                              | 20             | Compulsory            | K2, K3<br>S2, S3                   |
| 4  | HESC4003           | Development through the Life Course                                    | 20             | Compulsory            | K1, K3<br>S1, S3                   |
| 4  | HESC4004           | Values and Principles of Health and Social Care                        | 20             | Compulsory            | K2, K4<br>S1, S2, S3               |
| 4  | HESC4005           | Social and Political Influences on Policy and Practice                 | 20             | Compulsory            | K1, K2, K3, K4<br>S1, S2, S3       |
| 5  | HESC5000           | Introduction to Advancing Mental Health across the Healthcare Spectrum | 20             | Compulsory            | K5, K7<br>S4, S5, S6               |
| 5  | HESC5001           | Psychology for Health and Social Care                                  | 20             | Compulsory            | K6, K7<br>S5, S6                   |
| 5  | HESC5002           | Equality, Diversity and Equity in Practice                             | 20             | Compulsory            | K5, K7                             |

|   |          |  |    |            |   |
|---|----------|--|----|------------|---|
|   |          |  |    |            | S5, S6  |
| 5 | HESC5003 | Duty of Care – Principles and Implementation   | 20 | Compulsory | K5, K6, K7<br>S4, S5, S6                          |
| 5 | HESC5004 | Leadership and Change  | 20 | Compulsory | K5, K6<br>S4                                      |
| 5 | HESC5009 | Researching and Evaluating Practice  | 20 | Compulsory | K5,K6,K7<br>S4,S5,S6                              |
| 6 | HESC6004 | Applied Critical Evaluation for Evidence Based Practice                                | 20 | Compulsory | K8,<br>S7, S8, S9, S10, S11                       |
| 6 | HESC6005 | Collaborative Working  | 20 | Compulsory | K8, K9, K10, K11<br>S7, S8, S9, S10, S11          |
| 6 | HESC6002 | Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan | 20 | Compulsory | K8, K9, K10, K11<br>S7, S8, S9, S10, S11          |
| 6 | HCPD6057 | Managing Self and Others   | 20 | Compulsory | K8, K9, K10, K1, K12<br>S7, S8, S9, S10, S11, S12 |
| 6 | HLLY6009 | Extended Professional Practice Report: Dissertation                                    | 40 | Compulsory | K3, K6, K11, K12, S1, S4, S12                     |

### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes. Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme.

**\* Key to Module Statuses**

Compulsory Modules

Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

| <b>Programme Delivery Structure: Full Time</b>   |  |  |                                      |                                       |
|--|--|--|--------------------------------------|---------------------------------------|
| <b>Module Code</b>   | <b>Module Title</b>  | <b>Delivery Pattern</b>                                    | <b>Method(s) of Assessment</b>       | <b>Indicative Assessment Deadline</b> |
|  |  | <b>Sept – Dec</b><br><b>Jan – May</b><br><b>June – Aug</b> |                                      |                                       |
| HESC4000   | Developing Academic Writing and Reflective Practice                    | Sept - Dec   | Portfolio                            | January                               |
| HESC4001   | Introduction to Health and Well-being                                  | Sept - Dec   | Oral presentation                    | January                               |
| HESC4002   | Personalisation in Health and Social Care                              | Jan - May  | Written assessment                   | May                                   |
| HESC4003   | Development through the Life Course                                    | Jan - May  | Written assessment/oral presentation | May                                   |
| HESC4004   | Values and Principles of Health and Social Care                        | Sept - Dec   | Oral presentation                    | January                               |
| HESC4005   | Social and Political Influences on Policy and Practice                 | Jan - May  | Written assessment                   | May                                   |
| <b>Students exiting at this point with 120 credits would receive a CertHE Health and Social Care</b> |  |  |                                      |                                       |
| HESC5000   | Introduction to Advancing Mental Health across the Healthcare Spectrum | Sept - Dec   | Written assessment                   | January                               |
| HESC5001   | Psychology for Health and Social Care                                  | Sept - Dec   | Written assessment                   | January                               |
| HESC5002   | Equality, Diversity and Equity in Practice                             | Sept - Dec   | Portfolio                            | January                               |

|  |  |            |   |         |
|--|--|------------|---|---------|
| HESC5003   | Duty of Care – Principles and Implementation   | Jan - May  | Written assessment                          | May     |
| HESC5004   | Leadership and Change  | Jan - May  | Report                                      | May     |
| HESC5009   | Researching and Evaluating Practice  | Jan – May  | Oral Assessment /<br>Presentation<br>Report | May     |
| <b>Students exiting at this point with 240 credits would receive a DipHE Health and Social Care</b>      |  |            |   |         |
| HESC6004   | Applied Critical Evaluation for Evidence Based Practice                                | Sept - Dec | Portfolio                                   | January |
| HESC6005   | Collaborative Working  | Sept - Dec | Portfolio                                   | January |
| HESC6002   | Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan | Jan - May  | Portfolio                                   | May     |
| HCPD6057   | Managing Self and Others   | Jan - May  | Written assessment                          | May     |
| HLLY6009   | Extended Professional Practice Report:<br>Dissertation                                 | Year-long  | Portfolio                                   | May     |
| <b>Students exiting at this point with 360 credits would receive a BSc (Hons) Health and Social Care</b> |  |            |   |         |



## Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations, Academic Procedures and Processes and Curriculum Design Framework.

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review
- External Examiner Reports
- Student Success and Quality Assurance Committee

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

January 2020

### Date Programme Specification was last updated:

April 2024

**For further information about this programme, refer to the programme page on the University website**

**The following information has implications for potential international applicants who require a Student Visa to study in the UK**

**Is the placement requirement more than 50% of the programme?**

N/A

|  |     |
|--|-----|
| <b>If yes, what % of the programme is the placement requirement?</b>   | N/A |
| <b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b> | N/A |