

Programme Title and Name of Award	BSc (Hons) Health and Social Care		
Professional Qualifications / Accreditation	None		
Academic Level	6	Total Credits	120
UCAS Code		JACS Code	B300
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.</p> <p>Applicants would have had to successfully complete the Southport College FdSc in Health and Social Care or equivalent foundation degree subject.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.southport.ac.uk</p>		
Teaching Institution	Southport College		
Owning Department	Nursing, Health and Professional Practice		
Programme delivered in conjunction with	University of Cumbria		
Principal Mode of Delivery	Face to Face and Blended learning		
Pattern of Delivery	Full time and Part time (infill)		
Delivery Site(s)	Southport College		
Programme Length	Full time 1 year standard, 4 years maximum; Part time 2 years standard, 4 years maximum		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		
Exit Awards	You may be awarded one of the following Exit Awards if you fail to		

achieve the requirements of the full programme.
Ordinary BSc Health and Social Care (60 credits)

Programme Features

A top up degree programme in Health and Social Care offers learners the opportunity to achieve a nationally recognised qualification that offers both career progression and professional development for those already in employment in the Health and Social Care sectors and those learners that are looking for future employment and careers in the sectors.

This degree, work-related, programme of study is designed to cover the key knowledge, understanding and practical skills required in the health and social care sectors. The top up is designed to stretch and challenge learners. The programme builds on the subject related the Higher National Diplomas and Foundation Degree pathways, further developing those higher level academic skills as well as developing the application of the practical experience the learners have. Learners will be encouraged to increase their levels of specialism, independence, critical analysis and research with a strong focus on evidence based practice.

Employment /Work experience or voluntary placements are not mandatory for the programme but current vocational experience whilst studying on the programme is highly recommended. As a learner on this programme that maybe employed, or undertaking a voluntary placement within a related health and social care setting, a local induction with details of key information, contacts and services available within the College will be provided for you and the setting. The College is aware of its responsibility to maximise industry related opportunities and to review the suitability of the setting for both the student and the employer/ placement provider.

Learners registered for the programme will be encouraged to seek out and undertake voluntary work in statutory, voluntary and community organisations related to and supporting the Health and Social Care sector. This is a situated learning experience to gain an understanding of the agencies involved in the Health and Social Care sector and identifies potential future employment opportunities. This learning experience seeks to enhance skills, to develop and practice personal and professional values, ethics, standards and boundaries. The knowledge gained during a situated learning experience may be used to inform and enhance student's contribution in class debates/ discussions and in form written work.

This programme is designed to equip learners with academic, research, analytical and problem solving skills ideally suited for a range of careers in the Health and Social Care sectors and progression onto subject/sector relevant Masters programmes, such as Pre Registration Masters in Nursing or a Masters in Social Work.

The College has established strong employer links within the regions Health and Social Care sectors, there has been active employer engagement throughout the development of the programme and the employer consultation will continue to enhance the content and delivery of the programme.

Learners can engage with a diverse range of opportunities within the field, as a direct result of the voluntary placement element of the programme. This allows learners to inform their practices, in the context of the health and social care sector. The curriculum is made up of staff members with significant sector experience, ensuring currency and contextualisation of the sector needs, whilst informing the curriculum. The currency of the scholarly activity of staff members is relevant to the fields of study.

As a Further Education (FE) College our HE students will benefit from a condensed timetable thereby delivering the curriculum over two days and small class sizes affording higher tutor contact and reduced tuition fees.

Part time students will study alongside full time students on an infill basis. In such cases, an

individualised programme delivery structure, programme duration, and timetable will be agreed between the student and the programme leader.

Aims of the Programme

The overall aims of the Programme are:

1. To develop skills and techniques, and personal qualities and attitudes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment
2. To provide learners with opportunity to develop intellectual, analytical and problems solving skills which encourage the development of mature and independent decision making and judgement
3. To prepare learners to progress to further professional development of higher-level skills through to future study or career advancement
4. To develop conceptual knowledge and practical understanding of how techniques of enquiry enable the critical analysis, interpretation and application of evidence within their vocational experience
5. To develop essential graduate key skills to be applied within the lifelong learning context
6. To provide the opportunity to critically explore effective collaborative and multi-agency working

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 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 work place 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 60 credits of study (BSc) you will be able to demonstrate:

K1. a developed capacity for the critical evaluation of knowledge and evidence from a range of sources. (SW)

K2. a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them (H)

After 120 credits of study (BSc Hons) you will be able to demonstrate:

K3. the ability to critically analyse the contested nature of health using a wide range of perspectives (H)

K4. the ability to critically analyse contemporary issues at the forefront of health and physical and mental well-being (H)

K5. the ability to critically analyse a range of theories of causality relating to health and ill-health (H)

K6. the ability to critically appraise a number of theoretical and professional rationales concerning health interventions

K7. the ability to critically analyse the diversity of experience and values associated with health (H)

K8. the ability to critically analyse different healthcare systems and underpinning health policy development (H)

K9. the ability to critically appraise the nature of health inequalities and evaluate the impact of population interventions aimed at reducing health deficit (H)

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

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

After 60 credits of study (BSc) you will be able to demonstrate:

S1. the ability to embed skills of critical reflection on your performance and take responsibility for modifying action and learning in light of this, drawing on appropriate support mechanisms where necessary. (SW)

After 120 credits of study (BSc Hons) you will be able to demonstrate:

S2. a conceptual understanding that enables you to devise and sustain arguments, and/or to solve problems, using different ideas and techniques, some of which are at the forefront of the subject (H)

S3. decision making in complex and unpredictable contexts (H)

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:

The following two documents have been consulted and applied to the programme outcomes;

1. Subject Benchmark Statement: Health Studies: (H)
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Health-Studies-16.pdf>
2. Subject Benchmark Statement: Social Work: (SW)
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Social-Work-16.pdf>

The following two documents have been consulted when compiling and writing the module descriptors;

1. The Care Certificate Mapping Document. <http://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/The-Care-Certificate-Mapping.pdf>
2. The Skills for Care National Occupational Standards <http://www.skillsforcare.org.uk/Standards-legislation/National-Occupational-Standards/National-Occupational-Standards.aspx>

The Southport College policies and procedures are also applicable to this programme. Learners are advised to consult College policy via this link [Wider Information Set](#). Southport College learners are subject to Southport College Policy and Procedure in the first instance, if subsequently dissatisfied Learners can then consult the University of Cumbria's Policies and Procedures.

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

Teaching and learning methods are aligned to programme outcomes and support learners in becoming problem solvers, critical thinkers, independent enquirers and effective communicators. HE lecturers engage in a range of scholarly activities and ensure that appropriate links are made between theory and practice. Lecturers develop relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector, through the delivery of relevant vocational scenarios.

The development of learners' independent learning skills is promoted through self-directed study, which may include reflective journals, blogs and personal development records, facilitated by full access to the Virtual Learning Environment (Moodle) and the University Centre. We use our employer network to provide practical insight into our curriculum to complement the rigorous academic thinking that characterises degree level study. For further information please read College Strategic Plan Booklet 2016-2019.

Prior to formal assessment methods, learners will take part in a range of activities and tasks, in order to support their preparation for final assessments. Verbal and written feedback will be provided by tutors to support learners' development to support learners so they may strive to reach their potential.

Formative assessment methods are varied and relevant to vocational practice. Knowledge and understanding are tested through essays, research reports, debate speeches, poster presentations, group and individual presentations of, for example, group research projects, seminar papers, theoretical analysis of case studies, reflective logs, dissertation, formal examinations.

Learners will also be asked to work in small groups which encourage collaborative learning.

We will motivate learners through your learning and engagement in the following ways:

- (a) We will balance out the assessment calendar the best we can so that you (and your tutors) to reduce the stress of multiple submission during the same timeframe.
- (b) Through learners' engagement they will have the ability to make informed judgements in relation to their own work; by engaging with any and all opportunities to evaluate their experience as a learner.
- (c) We will provide learners with timely effective feedback and feed forward i.e. looking ahead to the next assignment.

The Southport College model of teaching and learning is based on the active purposeful engagement of learners. It encourages the development of independent learners whom are able to take responsibility and ownership for their learning. The challenge is to achieve consistency whilst addressing the needs of individual learners and developing their aspirations and potential. In meeting this challenge the emphasis must be on ensuring that as far as possible learners become independent learners in all

situations. For further information please see [Model for Learning](#)

Student Support

Learners' primary source of advice and support is through their curriculum leader and their Personal Tutor (PT). All students are allocated a Personal Tutor on enrolment. Tutorials are held at regular intervals. The role of the PT is as follows:

- To give pastoral support and to monitor academic, professional and personal progress.
- To provide the main identifiable base for students throughout their period of study
- To provide for the dissemination of information and advice which ensures students gain maximum benefit from the resources of the College available to them.
- To secure and maintain close links between students, programme leaders and the centralised student services provision
- To provide academic counselling specific to the needs of individual students in identifying and advising on appropriate pathways

The College has a commitment to, and history of, supporting learners with specific needs. Learners with specific needs are fully included in the learning process mechanisms and through support from the College Learning Support team [Learning Support in Higher Education](#). A range of facilities is available to support students with educational needs and/or disabilities. These learners are supported on an individual basis. In order to ensure that all learners have reasonable access to all the learning opportunities on offer and ensure fair assessment, adjustments may be made to the teaching styles and assessment practices.

All Higher Education Learners on this course have access to Library, media facilities and IT facilities that are available on the College site and learners are able to access library resources and course information via the Virtual Learning Environment. Enabling learners to study independently via the VLE (Moodle). The dedicated University Centre provides open access to PCs, study skills support and a well-stocked library with up to date health and social care books, and journals, DVDs and E-library resources.

An Annual Transitions Day will take place during the last week of June. The event is designed to support learners as they transition from level 3 and through levels 4, 5 and 6. The event is targeted on learners needs and in response to previous student's feedback. The event will comprise of workshops on study skills relevant to the level the learners is about to study, introduction to and updates on current resources, technology and support available.

Library and Student Guidance

Library and Student Guidance Services offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that learners want to get the most out of their programme, make the best use of their time and find or continue in the career they have always aspired to. Access college support and facilities easily and quickly via our [Guidance and Support](#) link.

As a Higher Education student learning support is funded via the Disabled Students Allowance (DSA) for further information click here; [Learning Support in Higher Education](#).

Learners can access a suite of online self-help resources accessible 24/7 via the college's website and VLE site, Moodle. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with Library advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, e-books and electronic journal titles will, in most cases, be prioritised. Learners can access a wide range of great electronic and print content and they can find out more about key texts and journals for your subject by accessing the library via this link: [Library Learning Centre](#).

We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you have always aspired to.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
6	HLLG6105	Contexts of Multi Agency Working	20	Compulsory	K1, K3, K6, K7, S1, S2, S3
6	HLLG6106	Critical Perspectives of Mental Health	20	Compulsory	K1, K2, K3, K4, K7, K8, K9, S1, S2, S3
6	HLLG6107	Public Health, Addiction and Critical Debates	20	Compulsory	K1, K2, K3, K4, K6, K7, K8, K9, S1, S2, S3
6	HLLG6108	Managing Self and Others	20	Compulsory	K1, K8, S1, S2, S3
6	HLLG6109	Dissertation	40	Compulsory	K1, K2, K3, K6, S1, S2
Notes					
<p>This programme operates in accordance with the University of Cumbria's Academic Regulations and Academic Procedures and Processes:- http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf</p> <p>Module pass mark: 40% (Undergraduate)</p> <p>Section G for guidance on progression and the carrying of fails.</p>					
* Key to Module Statuses					
Compulsory Modules		Must be taken although it may possible to carry as a marginal fail (if the award permits)			

Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester /Year-Long		
HLLG6105	Contexts of Multi Agency Working	Autumn Semester	Written assignment 100%	January
HLLG6106	Critical Perspectives of Mental Health	Autumn Semester	Written assignment 100%	January
HLLG6107	Public Health, Addiction and Critical Debates	Spring Semester	Oral assessment/presentation 100%	May
HLLG6108	Managing Self and Others	Spring Semester	Written assignment 100%	May
HLLG6109	Dissertation	Year Long	Dissertation 100%	May
Students exiting with 60 credits would receive an BSc Health and Social Care Students exiting with 120 credits would receive an BSc (Hons) Health and Social Care				

Please note;

Part time students will study alongside full time students on an infill basis. In such cases, an individualised programme delivery structure, programme duration, and timetable will be agreed between the student and the programme leader.

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 Revalidation
- Annual Evaluatory Reports
- Peer Review Learning Walks
- External Examiner Reports
- Southport College Higher Education Quality Improvement Group
- University of Cumbria Learning, Quality, and Student Outcomes Committee
- University of Cumbria Annual Partnership Review

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.

- Student Focus Groups
- Student Council
- Student Governor
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, Start of and End of Year Surveys.
- Module/Programme/Personal tutorials

Date of Programme Specification Production:

24.03.2017

Date Programme Specification was last updated:

24.04.2017

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

<https://www.southport.ac.uk>