
PROGRAMME SPECIFICATION
for an Undergraduate Programme Leading to an Award of
BSc (Hons) Integrated Health & Social Care (Top Up)
The University of Northampton

1 Awarding Institution	The University of Northampton
2 Teaching Institution	Solihull College and University Centre
3 Programme Accreditation	N/A
4 Final Award	BSc
5 Title of Programme/Route/Pathway	BSc (Hons) Integrated Health & Social Care
6 UCAS Code	0999
7 Benchmarking Group (QAA or other) where appropriate	Statement of Common Purpose for Subject Benchmark Statements for Health & Social Care (2006) QAA Social Policy (2016) QAA Health Studies (2016) QAA Social Work (2016) QAA Housing Studies (2014) QAA Nursing (2001) QAA Health Visiting (2001)

8 Programme Mission Statement

The programme aims to develop responsive health and social care practitioners who can demonstrate critical, evidence-based approaches to practice. It will also equip students with the knowledge, skills and professional expertise for employment in a range of health and social care settings, e.g., healthcare, social care, housing, community development or the charity sector. The programme also aims to provide students with an opportunity to learn about health and social care problems, the contexts within which they arise and consider ethical solutions to these problems.

9 Programme Learning Outcomes (normally a maximum of 12)

By the end of this Programme, with limited guidance, students will be able to:

A: Subject Knowledge and Understanding and Application

A1	Develop a detailed understanding of the multi disciplinary approaches governing the provision of health and social care services and thus demonstrate a sound knowledge base of health and social care and its interrelationships with other disciplines.
A2	Demonstrate an understanding of health, well being and illness as being more than freedom from disease and analyse the factors that influence the health and well-being of populations and individuals
A3	Analyse contemporary issues within health and social care from multiple perspectives, including the legal, ethical, sociological and political, considering how these are addressed within society and specific health and social care professions.
A4	Communicate effectively with others verbally and in writing; use academic conventions in the production and presentation of work and be able to present ideas and arguments coherently in a variety of formats.
A5	Critically evaluate assumptions, arguments, data and abstract concepts, synthesis information with limited guidance in order to draw logical conclusions and to generate new ideas and solutions.
A6	Demonstrate an in-depth understanding of a specialist health and social care area or an area of own practice related to health and social care, demonstrating competence in skills transferable to the work place.
A7	Undertake work based or work related learning in a health or social care setting, demonstrating an ability to apply theory to practice.
A8	Compare and contrast a range of health and social care contexts at individual, institutional, local, national and global level
A9	Critique political and policy responses to UK housing, analysing factors

	contributing to the development of sustainable communities.
B: Employability and Changemaker Skills¹ (min 3, usually 1 per category)	
Change: B1	Identify and propose solutions to problems in the context of health and social care studies
Self-Direction: B2	Gather and analyse information from a wide range of sources using ILT appropriate to the task, routinely reflecting and reviewing progress of/taking ownership of own learning
Collaboration: B3	Work with other in groups, negotiate with others as appropriate and take responsibility for own learning by carrying out tasks independently.

10 Learning Outcomes for Intermediate Awards

Students who leave their programme early may be eligible for an intermediate award. Intermediate awards recognise that students who have successfully completed assessments for part of their programme have achieved the learning outcomes for an intermediate award.

Ordinary Degrees:

The learning outcomes for an Ordinary Degree at Undergraduate Level are the same as those for the Honours Degree. Any differences are in the extent to which individual outcomes have been realised within the total credits studied at Level 6 as identified within the individual student transcript.

11 PSRB Requirements

N/A

12 Assessment strategy

The assessment strategy is holistic in nature, utilising a variety of assessment methods including examinations, coursework assignments, presentations, debates, etc. The methods chosen are also contextual in nature, allowing students to robustly relate theory to practice as much as possible. Some modules consist of more than one assessment method in order to provide students with more than one

opportunity to perform well. Students undertake both formative and summative assessment; formative assessment encourages discussion and reflection promoting learning strategies and skills. There will be an opportunity for students to submit one piece of formative work halfway through each module following strict guidelines in order to gain feedback and feedforward to the summative assessment. This provides each student with one opportunity for one-to-one discussion with the module leader to discuss their progress and seek support if necessary.

If appropriate students will be advised to use the services of their Academic Advisor, the Library Services and College-wide support mechanisms such as the English Hub, the Library Helpdesk or the Additional Needs Team.

13 Programme structure

The programme is based within the University of Northampton Modular Framework (UMF). The programme is provided at HE level 6 only, and is designed for candidates who have achieved a foundation degree in health and social care or equivalent qualification. The programme is usually studied on a full-time basis although a part time programme can be offered if required.

See Award Map (Appendix 4).

In terms of distinctiveness, the programme incorporates aspects of work based or work-related learning, which enable students to contextualise learning and apply theoretical perspectives of health and social care with real world situations and problems that may arise in professional practice. Students will be required to undertake a period of work placement to meet the overall programme learning outcomes and thus engage more robustly with module learning outcomes. Students can use their own practice setting/employment (where applicable, following prior approval and an assessment of relevance to the programme by the Programme Team). The practice/employment/work placement must facilitate the delivery and assessment of the health & social care practice module and perhaps by extension, the dissertation as well, given the outcomes of both are closely linked to health and or social care practice. Students will be supported by a designated work based learning tutor to oversee their learning in the work place and work in collaboration with the student and their chosen work place supervisor to achieve the module and programme learning outcomes.

14 Admissions Policy and Criteria

The Admissions Policy for the BSc (Hons) Integrated Health & Social Care is in accordance with Solihull College & University Centre's Admissions; and Equality and Diversity policies; and seeks to recruit to the programme students from diverse

educational and social backgrounds who have the ability to benefit from and the motivation to complete the programme.

The programme welcomes applications from those with a wide variety of educational qualifications; typically students wishing to pursue this programme must have completed at least two years or 240 credits points at level 4 and 5 in a related subject area or have the background knowledge and understanding suitable to support level 6 studies. The Programme Team will consider on merit applicants with no formal qualifications.

- Entry Requirements

In addition to the College's general requirements for entry, applicants should be able to evidence:

- Knowledge, commitment and interest in health & social care and an awareness of the skills required. These may be demonstrated through the interview process, a verbal discussion, prior work in other related programmes or a substantial amount of recent work experience in the health and social care sector.

- Admissions Procedures and Selection Criteria

- Applicants are selected for interview on the basis of information provided in the application form, the personal statement and academic reference. In some cases where the applicant has been out of education for a period of time (usually more than 3 years) a current employment reference may be accepted.
- The following criteria are taken into account:
 - Level 3 formal qualification in a related subject area
 - Evidence of a good standard of written English (GCSE or equivalent)
 - Predicted grades for current students
 - Commitment and enthusiasm for Health & Social Care
- Selection criteria for the offer of a place following interview includes a clear understanding of what the programme will entail and demonstration of entry requirements.

- Direct Entry and APL

Direct Entry and APL is dependent on the students' knowledge and experience and successful interview and references as required.

- Students seeking entry onto the top-up programme from a related

Foundation Degree (FdSc) or HND is dependent on achievement – they will be expected to have completed 240 credits in a similar programme with an average entry threshold of Merit or 55% or above and a successful interview. Students will be required to produce evidence of modules completed, their content and grades achieved for successful entry.

15 Assessment Regulations

Modular framework regulations apply, including any proposed supplementary regulations.

Full details of the programme assessment arrangements will be available in the programme handbook.

16 Support for learning

All students are allocated a personal tutor who acts as their academic advisor and has responsibility for providing pastoral and academic advisor or signposting relevant wider college services, such as careers, welfare, library service, IT services or additional needs; the personal tutor is a first port of call for any programme related problems. The college also provides a number of specialist support services which a student can be directed to, including library helpdesk, study skills support, the English and Maths Hubs or the counselling service.

At institutional level, support includes those services also offered by Student Services at Solihull College and University Centre. This includes further academic writing and study support, IT support and financial assistance.

Students are supported and encouraged, particularly at level 5 and above, to attend, submit, and present research at the SHEAR (Solihull Higher Education and Research) internal conference to other HE students from across the College, as well as members of staff and external visitors - including academics from surrounding universities.

Presenting research as a paper or a poster allows students to gain another insight into the impact of the academic process in promoting new ideas and findings to a wide audience beyond the confidences of the programme.

Students are encouraged to engage in the HE student enrichment programme that promotes student involvement with the student and staff bodies. As programme representatives, students can commit themselves to assisting in the improvement of quality and standards throughout the Colleges' HE provision.

This programme is also supported by a specialist care skills suite, to aid the acquisition and development of specialist care skills relevant to health and social care professions.

17 Evaluation and quality enhancement

The University of Northampton has several methods for the monitoring and enhancing of academic quality and standards. These include:

- External Examiners
- Boards of Examiners
- Annual Review processes via Quality improvement Plan
- Student-Staff Liaison Committees
- Periodic Subject Review
- Student evaluation surveys (including module reviews)

Solihull College and University Centre will apply the following processes

External Examiners	University of Northampton appointment
Board of Examiners	N/A
Annual Review processes via quality improvement Plan	University of Northampton & Solihull College and University Centre AMR and QIP
Staff-Student Liaison Committees	Applies Solihull College terminology in Programme Quality Boards (PQBs)
Periodic Subject Review	Applies
Student evaluation surveys (including module reviews)	Applies

The guidelines set out in the annual review handbook require that the programme team operates a continuous process of self-review via an annual review action plan (ARAP), hereby programme quality is progressively enhanced and good practice shared.

The programme is continuously monitored by the Programme Team through the receipt of both formal and informal feedback. Informal student feedback is continuously sought and responded to by the Programme Team as a major part of

the monitoring process. More formal feedback is obtained from students via module reviews carried out annually and other forms of student surveys. Student representatives are invited to attend the PQB meetings where they have the opportunity to raise issues of concern for discussion. Further formal feedback is obtained from the External Examiner (EE), who normally visits the University at least once per academic year to examine various aspects of the programme and submits a written report to the University at the end of each academic year. The external examiner also submits a written report to the university at the end of each academic year. The EE report, EE response and the Quality Improvement Plan (QIP) are reviewed by students during the appropriate PQB.

Any matters arising will be considered and responded to by the Programme Team as part of the Annual Review Action Plan (ARAP) and QIP

18 Indicators of quality and standards

Solihull College and University Centre has successfully run a Foundation Degree in Health & Social Care since 2012 with excellent achievement and student feedback. NSS satisfaction is consistently high (100% overall satisfaction in the last round of the survey). Equally, the DHLE information from HEFCE/Unistats also shows good outcomes for students choosing to study at Solihull. This exemplified by the college's recent acquisition of a Gold Award in the TEF. Additionally, the EE reports are equally complimentary with positive comments in relation to assessment, academic standards, feedback and the students' awareness of the inter-relationship between theory and health and social care practice.

Also of note is the glowing QAA report recently received with particular relevance given to the positive comments regarding.

"The internal programme design, development and approval processes that demonstrate rigour of College oversight and responsiveness to local and regional need (Expectations B1 and Enhancement)"

Student feedback via previous student evaluations and feedback meetings have been positive and have helped shape the current programme.

19 Date of approval or revision

20 Appendices

Appendix 1	Programme to Module Learning Outcomes Map
Appendix 2	Intermediate Award Learning Outcomes

Appendix 3	Assessment Map
Appendix 4	Award Map (Curriculum Team official version ONLY)

Appendix 1: Programme to Module Learning Outcomes Map

Enter the Module Codes in the left hand column and indicate which modules address which PLOs into the appropriate cells. Add / delete rows as applicable.

	Compulsory	Section A: Subject-Specific Knowledge, Understanding and Application PLOs									Section B: Employability and Changemaker Skills PLOs		
Level 6:		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3
SWK4014	C	x		x	x	x	x		x		x	x	x
SWK3031	C	x			x		x	x			x	x	x
SWK3032	C	x	x	x	x	x			x			x	x
SWK3023	C	x	x	x	x	x		x	x	x	x	x	
SLS3007	C	x	x	x	x	x			x		x	x	x

Appendix 3: ASSESSMENT MAP

Assessment Type Module Code	AS (assignment)	DI (dissertation)	ES (essay)	EX (exam)	MC (multiple choice)	OR (oral)	PF (performance)	PJ (project)	PR (practical)	PS (presentation)	TC (time-constrained)
Level: 6											
SWK4014		100% (~10,000 words)									
SWK3031									100% (~4000 words)		
SWK3032			60% (~2000 words)						40% (~1000 words)		
SWK3023	60% (~2000 words)									10%	30%
SLS3007	50% (~2000 words)		50% (~2000 words)								

Appendix 4

Detail of award: BSc (Hons) Integrated Health & Social Care (Top Up) **2018 Entry**

Name of award: BSc (Hons) Integrated Health & Social Care

In order to achieve the named award above, students must meet all requirements of this award map.

This Award is only available as a stage 3 programme. For students entering this award, general credit for the pre-requisite modules is covered by completion of a relevant level 5 award.

STAGE 3

<u>Code</u>	<u>Title</u>	<u>Credits</u>	<u>Status</u>	<u>Pre-Requisites</u>
<u>SWK4014</u> *	Health & Social Care Practice Dissertation	40	Compulsory	None
<u>SWK3023</u>	Housing and Community Living	20	Compulsory	None
<u>SWK3031</u> *	Health & Social Care Practice	20	Compulsory	None
<u>SLS3007</u>	Integrated Perspectives on Disease	20	Compulsory	None
<u>SWK3032</u> *	Current Issues in Health & Social Care	20	Compulsory	None

Students must take all compulsory modules.

Students who do not complete the Honours Degree will be eligible for an Ordinary Degree in the named subject upon successful completion of a minimum of 60 Level 6 credits. These can be from any Level 6 modules, whether identified as compulsory or designated.

Shintegratedhealth&socialcaretopup18
11/05/2018