Programme Specification for BA (Hons) Applied Health & Social Care Top-up

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<tr><td colspan="2" align="center">**This document applies to Academic Year 2022/23 onwards**</td></tr>
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Table 1 Programme Specification for BA (Hons) Applied Health & Social Care Top-up

1	**Awarding institution/body**	University of Worcester
2	**Teaching institution**	University of Worcester
3	**Programme accredited by**	N/A
4	**Final award or awards**	BA (Hons) Top-up Level 6
5	**Programme title**	Applied Health & Social Care
6	**Pathways available**	Single Honours
7	**Mode and/or site of delivery**	Standard Taught Programme
8	**Mode of attendance and duration**	Full-time over 1 year Part-time over 2 years
9	**UCAS Code**	5L28
10	**Subject Benchmark statement and/or professional body statement**	Guidance has been sought from: Subject Benchmark Statement Health Studies (QAA 2019) Subject Benchmark Statement Social Policy (QAA 2019) Subject Benchmark Statement Social Work (QAA 2019) National Occupational Standards: Skills for Health Skills for Care and Development Skills for Care
11	**Date of Programme Specification preparation/ revision**	March 2014, August and October 2014 (Regulations) November 2015 (Updated) April 2016 (addition of APHS3012 and APHS3013) August 2017 (AQU amendments and updating) April 2018 (Update to award map APHS3010) July 2018 (Update to award map YACS3004 and course title change) September 2018 (Update to specification template) November 2018 further revisions December 2018 amendment to template February 2019 update to award map to include APHS3014 July 2019 update to award map to include APHS3505 and APHS3506 August 2019 AQU amendments to Section19 November 2019 amendment to rename and recode Independent Study module as a Dissertation module APHS3002 from 2020/21. January 2020, two new optional modules (APHS3021 and APHS3022 replacing YACS3015 and YACS3004 from Sept 2020.

		August 2020 QAA subject benchmark statement links updated
		August 2020 – AQU amendments to Section 19.
		August 2021 – AQU amendments
		August 2022 – AQU amendments

12. Educational Aims of the Programme

Compassion and a commitment to the promotion and maintenance of human dignity are key concepts underpinning this programme. In design the course aims to prepare students for a dynamic work environment; an environment in which service user wellbeing is often dependent on integrated systems of health, care and welfare.

Building on work undertaken by students progressing from Level 4 and 5 this course offers a rich educational experience to support further academic and practitioner development. This Level 6 course of study enables students to demonstrate both independence and self-determination. The course is designed for those students who wish to extend their knowledge and capacity to influence, within the sector of health and social care.

The course aims to:

1. Develop competence for practice and practice management within sectors of health, care and social welfare.

2. Build on students existing experience and knowledge.

3. Promote understanding, debate and analysis of contemporary social issues and contexts related to health and social inequalities across the lifespan.

4. Provide opportunity to evaluate and critically reflect on contemporary operational practice within the complex, multi-dimensional settings of health, social care, social welfare and other related fields of work.

5. Critically engage students in contested moral, ethical, cultural, economic and political debates that frame contemporary health, care and social welfare provision and policy.

6. Form flexible person-centred practitioners capable of meeting the expectations and demands of individuals, groups and populations.

7. Support practitioner development through scholarship and the use of appropriate technologies.

8. Develop an analytical and critical approach to problem solving that promotes evidence based and reflective practice.

9. Develop transferable graduate skills which promote autonomous lifelong learning and an enjoyment and commitment to continuous professional development.

13. Intended learning outcomes and learning, teaching and assessment methods

This is a vocationally focused course with classroom, and self-directed learning requirements. It is designed to enhance and develop a range of key transferable skills together with specific knowledge, skills and attitudes. The learning outcomes for the course reflect core knowledge and values that underpin professional development within health and social care and other related fields. These outcomes inform and govern the modules presented in Course Module Guides.

LO no.	On successful completion of the named award, students will be able to:	Module Code/s

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding		
1	Draw on knowledge and theory in conjunction with personal and practitioner insight to critically inform understanding of contemporary issues in health and social care.	APHS3002 APHS3003
2	Determine health and social factors that can give rise to periods of transition and change across the life course.	APHS3003

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
3	Recognise opportunities to provide support or intervention that improves health and/or welfare outcomes for individuals, groups and populations.	APHS3002
4	Champion the importance of a compassionate, person-centred approach to the achievement of positive outcomes for individuals and diverse populations within systems of health, care and social welfare.	APHS3003
5	Identify and discuss the implications of complex challenges and dynamics that emerge when working with others to achieve positive outcomes for/with service users and their families.	APHS3003 All Option Modules

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability		
6	Advocate on behalf of individuals, groups and populations.	APHS3003
7	Appreciate the contribution made by a range of disciplines in meeting the complex needs of individuals, groups and populations.	APHS3003

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
8	Effectively self-manage	APHS3002
9	Undertake research	APHS3002

10	Learn independently	APHS3002
		APHS3003
		All Option Modules

Learning, teaching and assessment

Learning and teaching in the programme is designed to develop specialist knowledge, skills and attitudes relevant to practitioners working within the sectors of health, care and social welfare. Additionally, students will be provided with opportunity to develop academic and transferable skills, which will contribute to their development as independent and autonomous lifelong learners.

Teaching

Knowledge, skills and attitudes will be developed through a variety of learning strategies including: lead lectures, group work, case study analysis, role-play, practice analysis, development of reflective practice skills, experiential learning, e-learning incorporating the use of Blackboard and online library search tools, tutorial support.

Reflective practice is a key element within the learning and teaching strategy and facilitates the integration of theory with practice. Reflection provides students with the opportunity to examine their personal progress and development and to devise strategies for creating further development opportunities. In addition, developing insight can be critically enhanced through the consideration of theory, research and other significant evidence that stimulates reflection on practice.

The importance of Personal Development Planning (PDP) is acknowledged and incorporated throughout. The University of Worcester Quality Policies for supporting PDP are implemented by providing:

- Accessible support mechanisms for engagement in PDP both within the course structure and through careers and other support offered by Student Services

- Opportunity for students to build a record of their learning achievements through portfolio work

- Opportunity to discuss their PDP with a tutor or advisor

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

Tutor support and Student and Library Services are available throughout the week and students are encouraged to schedule regular personal study at home using the university's extensive online support or on campus at the Hive or the Peirson Study and Guidance Centre.

In a typical week, students will have around 8 - 12 contact hours, including seminar, tutorial and small group activities. Supervision for the student's Dissertation is separate and this important supervisory relationship is established early in the academic year. Students are encouraged to meet regularly for dissertation supervision and it is usual for the supervisor / supervisee relationship to be maintained for the duration of the study. Work based learning is not a requirement for the Top-up Degree but students are encouraged to work or volunteer within the sector as this helps link theory to practice and provides opportunities to explore 'live' challenges emerging in practice.

Independent self-study

In addition to the contact time, students are expected to undertake around 24 hours of personal self-study per week. Typically, this will involve preparatory independent reading and study directed by teaching staff prior to taught sessions, self-directed reading and other forms of study (e.g. watching video or listening to audio recordings) and independent research guided by the learning requirements for each module of study as determined by module learning outcomes.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge reflects the diverse nature of the health and social care sector. Staff details can be found in the Course Handbook and by looking up staff profiles on the university webpages.

Teaching is informed by research and consultancy and lecturers are often experienced practitioners and practice managers prior to taking up teaching positions at the university. A majority of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

The course provides opportunities to test understanding and learning informally through the completion classroom-based exercises or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. Full details of formative assessment will be available at the start of each module.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for the course includes essays, case study and analysis, individual presentations, reports and analytical paper.

14. Assessment Strategy

Assessments are designed to assess specific knowledge, attitudes and intellectual and practical skills that underpin practice when working with service users. The programme will also generate evidence of the student's ability to meet recognised National Occupational Standards.

The assessment strategy is designed to enable students to demonstrate their achievement of the course aims and outcomes through meeting the assessed learning outcomes presented in course Module Guides. The strategy is designed to assist students with their personal and professional development by enabling them to identify and build upon their strengths and to identify and address areas for improvement. This will be achieved by formative and summative assessment and by acquisition of the skills and discipline required of a reflective practitioner.

Assessment and moderation strategies are designed to meet the requirements of the University's Assessment Policy.

The course assessment strategy takes account of the fact that students often gain in confidence and skills during a period of study. Formative assessments that do not contribute to the students grades are used to help focus the student on themes, knowledge and skills of particular importance to their development to help them confidently prepare for formal assessment.

15. Programme Structures and Requirements.

The course is single honours, modular and is designed to be studied, full or part-time.

To gain the BA award with honours 120 credits at Level 6 are required. Students must undertake a 30-credit dissertation.

To gain the BA award non-honours 60 credits at Level 6 are required. A Dissertation is not required but all other mandatory requirements must be met.

All modules are identified as mandatory (M) or optional (O). All mandatory modules are made available and must be completed successfully in order achieve the award. **Optional modules will be available subject to demand**. Advice on module availability will be made available during to module selection process.

The modules for the BA (Hons) Applied Health & Social Care Top-up degree are presented in the table below:

Table 6 award map

Level 6					
Module Code	Module Title	**Credits** (Number)	**Status** Mandatory (M) Optional (O)	**Pre-requisites**	**Co-requisites** exclusions and other notes
APHS3002	Dissertation [30 credits semester 1 & 2]	30	M	APHS3011*	None
APHS3003	Person Centred Care Across the Life Course	30	M	None	None
APHS3021	Team Work in Multi-Professional Practice	15	O	None	None
APHS3022	Participatory Planning and Social Prescribing in Health and Social Care	15	O	None	None
APHS3004	Technologies of Change	15	O	None	None
APHS3005	Human Rights, Family Law & Restorative Justice	15	O	None	None
APHS3006	From Local to Global: Issues in Contemporary Social Policy	15	O	None	None
APHS3009	Substance Misuse	15	O	None	None
APHS3010	Understanding Domestic Abuse	15	O	None	Exclusion APHS2005
APHS3011	Research for Practice in Applied Social Science	15	O/M*	APHS2003 or equivalent	None
APHS3012	Advancing Mental Health Theory and Practice	15	O	None	None
APHS3013	Contemporary Issues in Dementia	15	O	None	None
APHS3014	Access to Nutritional Therapy	15	O	None	None
APHS3505	Assessed and supported year in employment	15	O	Social work qualification	None
APHS3506	Consolidating professional practice	15	O	Social work qualification	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total to include APHS3002 and APHS 3003 plus 60 credits from optional modules.

A Non-Honours award will be made if the student completes 60 credits including the mandatory module APHS3003 Person Centred Care Across the Life course. A Dissertation is not required for the Non-Honours award.

* Students who have not passed a Research Methods module at Level 5 must take APHS3011 as an optional module.

16. QAA & Professional Academic Standards & Quality

The award is located at Level 6 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in National Occupational Standards and guidance provided by Sector Skills Councils: Skills for Health; Skills for Care and Development; Skills for Care.

17. Support for Students

To enhance the student experience and to ensure that students are aware and have access to the full range of academic and welfare support available a comprehensive range of measures are in place.

Within the course, support includes:

- Students will be issued with a comprehensive Student Handbook, and a Course Handbook. Handbooks are reviewed annually.

- All students will be allocated a Personal Academic Tutor on commencement of the course. In addition, module tutors will provide specific educational guidance.

- Students will develop a personal development record in which they will record and reflect on their personal development through learning activities and assignments.

- With support from tutors, students will identify learning and development needs and develop action plans to address the personal needs identified.

- Students will be supported by module tutors responsible for individual modules. Critical reflection and application of theory to practice will be an essential component of all modules.

- Blackboard, a feature of the university's eLearning provision, will be useful for students off campus to access a virtual learning environment and maintain contact with tutors and peers.

One of the main ways in which students are supported on the course is through the University-wide Personal Academic Tutoring System. Personal Academic Tutoring (PAT) is at the heart of supporting personal, professional and academic development and tutors meet with their tutees throughout the year. Where possible these responsibilities will be allocated to the student's Dissertation Supervisor. These meetings may be held in group or individually sessions as needed. PATs will be a source of encouragement and care but will generally 'signpost' students to the appropriate University support services as needed including Disability and Dyslexia support, ICT, media and print services support, as well as a range of health and wellbeing support services such as student counselling service, financial advice and accommodation matters.

Beyond the course support includes:

- Students will be eligible to join the Student's Union at the University of Worcester.

- Information and Communication Technology support is available to all students attending courses at the University or Worcester providing a range of information, ICT, and media support services and a dedicated subject based librarian.

- Student Services including Disability & Dyslexia Service, careers guidance, counselling and Programme Advisors are available.

18. Admissions

Admissions Policy for the Course

The University of Worcester seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

The admission of students is based on the reasonable expectation that the applicant will be able to fulfil the objectives and achieve the standard required for the award for which they are registered.

Entry Requirements

The current entry requirements for the BA (Hons) Applied Health & Social Care Top-up Degree are published on the University website and in the prospectus.

Students should have a Foundation Degree, DipHE, HND or equivalent qualification in health, care, welfare or related subject. A supportive academic reference is also required. Applications from candidates who can provide evidence of their ability to work at Level 6 with substantial experience of working within health, care or social welfare are also encouraged. Please see the University's Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning

Details of acceptable level 4 & 5 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages.

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found on the university's Registry Services webpages.

Admissions procedures

The current requirements for entry to this course are published on the University website:

BA (Hons) Applied Health & Social Care Top-up Degree

Full-time applicants apply through UCAS (5L28)

Part-time applicants apply through University of Worcester Admissions.

Admissions/Selection Criteria

The University of Worcester welcomes applications from candidates from all social and ethnic backgrounds and is committed to the promotion of equal opportunities for all.

No student will be subjected to less favourable treatment on grounds of race, ethnic or national origins, colour, gender, sexuality, parental status, marital status, disability status, creed, political belief or social or economic background.

Support for disabled students can be negotiated through the Disability Co-ordinator who works from the Disability & Dyslexia Service. Early contact is advisable to ensure appropriate levels of support from the outset of the student's course.

Candidates applying to enter the Top-up at Level 6 will have achieved Level 5 qualification or equivalent.

Typically, applicants will be able to evidence ability to support, offer guidance or provide care to others. Where applicants have limited or no prior experience they will be invited to interview where their appreciation of the challenges encountered in health and social contexts will be investigated.

A satisfactory Disclosure and Barring Service (DBS) check and occupational health check is not required prior to commencement of the course.

Induction

The Induction week for BA (Hons) Applied Health & Social Care Top-up degree will introduce students to course requirements and the range of facilities and support available to enable students to meet course demands; information sharing about student services, library resources, use of computer facilities, timetabling and access to teaching staff will form part of the induction process. The main focus for induction will be preparation for the student's Dissertation with guidance provided for completing a Dissertation Proposal.

19. Regulation of Assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student will be required to retake the failed modules in the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
Top up Degree (non-honours)	Passed a minimum of 60 credits at Level 6, including mandatory module APHS 3003 (Person Centred Care Across the Life Course) and not including the Dissertation module (APHS3002), as specified on the award map.
Top up Degree with honours	Passed a minimum of 120 credits at Level 6, including mandatory module APHS 3003 (Person Centred Care Across the Lifecourse) and APHS3002 (Dissertation) as specified on the award map.

Classification

The Honours classification is determined on the profile of the 120 credits attained at Level 6 only.

Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher grade.

For further information on honours degree classification, see the Taught Courses Regulatory Framework

Please Note: The above method of classification applies to students entering the Top-up degree from September 2022 onwards.

20. Graduate Destinations, Employability & Links with Employers

This course anticipates greater integration of health, social care and social welfare systems and is designed to prepare students for a constantly changing work environment.   Employers increasingly require skilled competent staff to work flexibly, cope with uncertainty and yet maintain professional integrity and discipline; complexity, fragmentation and uncertainty require new operational forms to emerge.

A focus on Payment by Results, and multi-professional and multi-agency responses to issues in health and social care have informed the emerging context for this programme. In consultation with employers the course seeks to prepare students for future careers in a range of operational contexts as identified in the section Graduate Destinations below.

Graduate Destinations

Graduates are expected to seek employment working in statutory, voluntary and commercial organisations, with a small number of enterprising graduates starting their own businesses. Examples of the types of paid employment across health, social care and social welfare contexts include:

- Care leaver services.
- Advice and guidance services
- Advocacy and rights-based services
- Reintegration Work for offenders
- Preventative health, care and welfare services
- Housing support services
- Health care provision
- Social enterprise

On completion of the award further study can also be considered, including a MA Social Work (which may confer professional Social Worker status).

Students are encouraged to apply for masters level study but places are not guaranteed.

Student Employability

Student employability remains a high priority which reflects both University aspirations and the vocationally focused nature of the course. The course will be constantly reviewed to ensure that it is fit for purpose and capable of equipping students to meet employment challenges.

Conditions in practice are difficult but evidence suggests that students graduating from similar programmes are competing favourably for employment and that a wider range of employers than ever before are recognising the contribution that effectively trained and knowledgeable practitioners can make to the achievement of their aims and goals.

Graduate employability will be tracked and monitored through Higher Education Statistics Agency data generated from the Destinations of Leavers from Higher Education survey.

Links with Employers

A range of service providers support courses within the School of Allied Health and Community and this course builds on those relationships.

Colleagues from the statutory, voluntary and the independent sector keep staff informed of the changing conditions in practice and this, combined with research and feedback from students, will influence the continuous development of this course.

Students and graduates of this course will benefit from the strong links to practice already established; experienced practitioners and service managers contribute to both taught aspects of the course and to a range of on-going quality assurance arrangements.

> **Please note:** This specification provides a concise summary of the main features of the programme and 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 that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.