

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BA (Hons) Integrated Health and Social Care (Top-Up)
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Social Work
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BA (Hons) Integrated Health and Social Care
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	BA Integrated Health and Social Care
<b>Accreditation details:</b>	
<b>Length of programme:</b>	1 year
<b>Mode(s) of Study:</b>	Full Time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	No subject benchmarks
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	
<b>Course Code(s):</b>	BAIHSCTU
<b>UCAS Code(s):</b>	MRHS
<b>Approval date:</b>	1 February 2023
<b>Date of last update:</b>	

## 2. Programme Summary

This programme is intended if you have completed a Level 5 academic qualification in health and social care comprising 240 credits or its equivalent, and who are already working in a related area for a minimum of 6 hours per week (in either a paid or voluntary capacity). You will develop existing academic knowledge in order to inform and develop your understanding in a range of significant areas such as safeguarding, leadership and management, and collaborative working. Students will be encouraged to explore in depth key interests relating to practice, and to develop insight into your own skills, and areas for development. As you are attending you will have a unique practice experience and are encouraged to share your experience with others, therefore enriching the learning environment. Learning and teaching will be experienced in a way which facilitates lively discussion and sharing of ideas.

Distinguishing Features:

Opportunity to learn alongside the work environment

Engagement with practitioners from a wide range of health and social care settings

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Develop students' confidence and creativity and their ability to demonstrate an evidence based approach to practice
2. Develop students as inter-collaborative professionally capable practitioners, with an ethically and socially responsible approach to patients and service users
3. Develop students' theoretical and applied knowledge, skills and expertise appropriate for a range of practice settings
4. Develop students as independent and lifelong learners able to apply their skills for future career and personal development

#### Programme Learning Outcomes

##### Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Assess the complex needs of patients and service users within a responsive and appropriate framework of practice.
K2	Demonstrate an understanding of a range of complex theories and approaches in health and social care.
K3	Demonstrate an understanding of safeguarding and interprofessional working.
K4	Demonstrate an understanding of principles of leadership and management.

##### Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Reflect critically on a range of contemporary issues in practice, and how these are informed by practitioner-based research and collaborative learning.
C2	Engage effectively in critical reflection and analysis of safeguarding issues.
C3	Reflect on the importance of and challenges of interprofessional working.

##### Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
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<b>P1</b>	Apply a range of complex theories and approaches, including safeguarding, collaborative working, and leadership and management, within a health and social care setting.
<b>P2</b>	Develop new opportunities within the health and social care sector through networking, working in partnership and collaboration.
<b>P3</b>	Demonstrate empathy towards service users and other practitioners through critical reflection.
<b>P4</b>	Challenge inappropriate behaviour where it is encountered in the workplace.
<b>P5</b>	Work positively as part of a team, demonstrating negotiation skills and understanding the importance of effective collaboration.

### Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>T1</b>	Problem solve and demonstrate an innovative approach to promoting practice change.
<b>T2</b>	Promote social justice and equality through your understanding of the importance of anti-discriminatory and anti-oppressive practice.
<b>T3</b>	Work honestly, transparently, openly and with integrity in your engagement with service users and other practitioners.
<b>T4</b>	Take personal responsibility for your own learning and self-development.
<b>T5</b>	Demonstrate a range of transferable skills, especially written and oral communication skills, to a range of audiences.

### Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through enabling students to gain systematic understanding of a range of complex theories and approaches in health and social care, and also developing an understanding of safeguarding, interprofessional practice, leadership and management. (K 1-5).

Students will also be able to be critically reflective practitioners who understand complex issues inherent in safeguarding and interprofessional working (C 1 - 3)

The ability to apply learning is crucial and is supported through students being required to have access to a work place within health or social care providing students an opportunity to practice and test out theories and approaches learnt. (P1-5)

Students will also be able to develop and enhance a range of skills and values that prepare them for employment (T 1-5)

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Applicants must have 120 credits at Level 5 in a field related to health and social care and be in employment for a minimum of six hours per week (in either a paid or voluntary capacity).
- Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our Credit Accumulation webpages for further guidance.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

Pathway 1 or stand-alone course

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Level 6</b>	<p><b>Core modules:</b></p> <p>HSC6007 Extended Project – 40 credits                      HSC6008 Leadership and Management – 20 credits                      HSC6009 Academic Study Skills: Values and Ethics in the Workplace Setting – 20 credits                      HSC6010 Child Protection and Safeguarding Vulnerable Adults – 20 Credits                      HSC6011 Contemporary Issues and Collaborative Working in Health and Social Care – 20 credits</p> <p><b>Opportunity modules:</b>                      No Opportunity modules are available at this level.</p>	<p><b>Ordinary Degree</b>, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p>Bachelor of Arts in Integrated Health and Social Care</p> <p><b>Honours Degree</b>, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

## 6. Learning, Teaching and Assessment

### Learning and teaching

The teaching on this programme will generally use a lecture-seminar format with interactive workshops being an essential part of the learning experience.

This programme requires learners to be in employment so the learning environment will draw on their practice experience to help learners consider how their practice experience can be enhanced.

Learners will be encouraged to undertake specific reading and research outside of face-to-face teaching time to develop their independent learning skills.

Some modules will have specialist guest speakers to further enhance the learning experience

### Assessment

This programme has a range of assessment strategies including essays, presentations and a research proposal. There will be formative assessments to learners to prepare for the summative assessments.

### Contact Hours

Learners can expect to receive approximately 184 hours of scheduled learning activities over the duration of the programme. A full breakdown of contact hours can be found in individual module descriptors.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 6</b>																				
HSC6007 Extended Project	X					X		X			X		X				X		X	X
HSC6008 Leadership and Management				X		X					X		X		X	X	X		X	X
HSC6009 Academic Study Skills: Values and Ethics in the Workplace Setting						X		X			X	X	X		X		X	X	X	X
HSC6010 Child Protection and Safeguarding Vulnerable Adults			X				X	X			X		X				X		X	X
HSC6011 Contemporary Issues and Collaborative Working in Health and Social Care	X					X		X			X	X			X		X		X	X