

University of Plymouth

Academic Partnerships

Partner Institution: Weymouth College

Programme Specification

BSc (Hons) Professional Studies (Health and Community)
Top Up

Date of Approval: 26th February 2020

- 1. Final award title: BSc (Hons) Professional Studies (Health and Community)**

UCAS code L510

HECOS code 100476 Health and Social Care

- 2. Awarding Institution:** University of Plymouth

Teaching institution(s): Weymouth College

- 3. Accrediting body(ies)**

Not applicable

- 4. Distinctive Features of the Programme and the Student Experience**

The BSc (Hons) Professional Studies (Health and Community) degree is designed to be the springboard to a professional career in the health, social care or educational sector. It draws together theory and practice and is aimed at those who enjoy working with people, want to work in the sector and wish to gain a relevant academic qualification. It is equally suited to those who want to keep their options open and those who may already have some idea of where their career aspirations lie.

Key principles of inclusion, development and partnership underpin the content of the course and our philosophy in working with students. The course will be particularly relevant for you if you are interested in widening your career opportunities as it is designed to provide you with the necessary knowledge, skills and workplace learning to enable you to work effectively within the sector.

Additionally, students will be expected to undertake work-based learning within the sector, reflecting upon their existing and developing skills and qualities within their modules to fully enhance their personal learning journey.

The course incorporates a wide range of teaching methods including lectures, seminars, workshops, independent and group projects, e-learning and video work.

The course provides an academically rigorous and vocationally relevant student experience. Students engage in work-based experiential learning at level 6 enabling them to explore potential career aspirations and build experience in the workplace. These opportunities aim to 'embed' issues of theory, welfare provision and policy into

day to day practice, and enable students to gain valuable experience in a work-based setting, extend their employability and gain access to potential employers.

Students will study a number of compulsory modules with the opportunity to develop areas of interest and specialism through a variety of assessments. Throughout the programme there is a combination of formative and summative assessments. Summative assessment is through a combination of 'standard' and extended essays; individual and group presentations; group reports; the dissertation; and examinations.

A range of teaching and learning methods are used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes.

Lectures, supported by paper-based, audio-visual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction.

Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect.

Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience.

A system of one-to-one tutorials operates to provide pastoral and academic support. Students will also have regular feedback and individual support for the dissertations and preparation for employment.

The qualification content is dynamic and responsive to trends in the health and social care sector, ensuring student knowledge and experiences are contemporary and relevant. The Programme endeavours to have small group sizes, allowing a personal approach to tuition.

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 student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

5. **Relevant QAA Subject Benchmark Group(s)** Informed by subject benchmark for Health Studies (Framework for Higher Education Qualifications of UK Degree-Awarding Bodies)

6. Programme Structure

Level 6 (Stage 3) Full-time			
Module	Credits	Term	Core or Option Module
WEYM3001 Dissertation	40	All Year	Core
WEYM3002 Research Skills and Reflective Practice	20	Autumn	Core
WEYM3003 Global and Contemporary Issues	20	Autumn	Core
WEYM3004 Leadership and Management	20	Spring	Core
WEYM3005 Poverty, Inequality and Social Exclusion	20	Spring	Core

Level 6 (Stage 3) Part-time			
Module	Credits	Term	Core or Option Module
WEYM3001 Dissertation	40	All Year (Year 2)	Core
WEYM3002 Research Skills and Reflective Practice	20	Spring (Year 2)	Core
WEYM3003 Global and Contemporary Issues	20	Autumn (Year 1)	Core
WEYM3004 Leadership and Management	20	Spring (Year 1)	Core
WEYM3005 Poverty, Inequality and Social Exclusion	20	Spring (Year 1)	Core

7. Programme Aims

The aims of the programme are to provide students with appropriate and relevant learning opportunities in order to:

- Develop the appropriate knowledge, understanding, skills, and values required for students to work, research or continue their studies in health, social care, education and allied professions;

- Develop the ability to critically analyse the contribution of a range of social, behavioural and political concepts and apply to development in policy, practice and theory;
- Develop skills to become reflective practitioners and to promote learning throughout their careers;
- Develop skills of research analysis, reflection and evaluation and apply these skills in community practice and service development;
- Develop leadership and management skills needed to promote good practice and to model appropriate values and beliefs in the workplace; and
- Develop transferable skills at graduate level.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed:

- 1) Skills to critically reflect on practice issues, the role of personal and professional standards, and organisational contexts in ensuring the delivery of high-quality health and community services.
- 2) Skills to use research findings to critically analyse contemporary issues at the forefront of health and community.
- 3) An understanding of evidence-based practice to improve own learning and performance.
- 4) Skills to identify, outline and recognise the interests and forces that have shaped and developed welfare provision and social policy in the UK.
- 5) A recognition of diversity and key concepts to understand issues of power, oppression and social justice.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) Skills to obtain, summarise and synthesise material from a range of sources to analyse issues in the Health and Community sector.
- 2) Skills to assess and reflect upon ethical dilemmas and conflicts in the Health and Community sector.

- 3) Skills to assess the merits of competing explanations and interpretations of social questions, issues and problems, using appropriate conceptual and theoretical perspectives and relevant evidence
- 4) Reasoned arguments, justified conclusions and recommendations by reference to appropriate analytical frameworks and supporting evidence
- 5) Skills to plan, conduct and report on a programme of independent research

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Think critically and analytically to develop a coherent line of argument, orally and in writing, following academic conventions and be able to apply these in a variety of contexts.
- 2) Apply interpersonal communication skills to promote effective working with a range of service users and colleagues in a variety of contexts, including the ability to respond appropriately to equal opportunities and diversity issues in context.
- 3) Demonstrate competence in critical reflection, including the exercise of initiative and personal responsibility, to enhance personal and professional development and to support lifelong learning.
- 4) Demonstrate the ability to effectively articulate your transferable skills to employers.

8.4. Employment related skills

On successful completion graduates should have developed the ability to:

- 1) Develop the ability to communicate ideas in a variety of written formats
- 2) Develop the ability to communicate ideas and arguments orally in the context of formal presentations
- 3) Develop the ability to work with others in the investigation of problems, and in the presentation of arguments and evidence
- 4) Develop the ability to set goals, plan a work programme and manage time effectively
- 5) Acquire some of the necessary personal and practical skills associated with successful WBL within the sector.

8.5. Practical skills

On successful completion graduates should have developed:

- 1) Skills and techniques developed from the programme of different pedagogical approaches used to support clients and individuals.
- 2) Skills to demonstrate the ability to employ information and digital technology to enhance communications in a variety of contexts.
- 3) Skills to apply knowledge and understanding of teamwork and the benefits of, and barriers to, effective inter-disciplinary and inter-agency work within the health and community sector.

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

Entry Requirements for BSc (Hons) Professional Studies (Health and Community) Top Up	
Subject Specific	<p>FdSc or FdA in appropriate subject area Diploma in Higher Education</p> <p>The College's standard admissions criteria will apply however all students who are undertaking the award will be entered for a Disclosure and Barring certificate that must be clear in order to progress on the course.</p> <p>All applicants will be interviewed.</p>
English or Maths	GCSE grade 4 or above (C) or equivalent

10. Progression Opportunities

There are no automatic progression routes after completion. However, students can potentially apply for Post Graduate Teacher Training or Graduate Social Work programmes and Health and Social Care related topics.

Other opportunities might include:

Working within the Public Sector

Working within Private Sector

Working within the Charitable and Volunteer Sector

11. Non-Standard Regulations

Not applicable

12. Transitional Arrangements

Not applicable.

Appendices

Programme Specification Mapping (UG) – core/elective modules

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

Core Modules		Programme Intended Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical		
		8.1 Knowledge & understanding					8.2 Cognitive & intellectual skills					8.3 Key & transferable skills				8.4 Employment related skills					8.5 Practical skills				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1			2	3
Level 6	WEYM3001 Dissertation (40)		X		X		X		X	X	X	X		X			X		X	X			N	C1	
	WEYM3002 Research Skills for Study (20)	X		X			X		X	X		X	X	X	X	X	X	X	X	X		X	Y	C1 P1	
	WEYM3003 Global and Contemporary Issues (20)		X		X	X	X	X	X		X		X		X			X	X			Y	C1 E1		
	WEYM3004 Leadership and Management (20)	X	X	X	X		X	X	X	X	X	X	X	X	X		X			X	X	X	Y	T1 C1	
	WEYM3005 Poverty, Inequality and Social Exclusion (20)		X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		Y	P1 C1	
Level 6 LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Confirmed Award LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			