

Programme Specification
BSc (Hons) Professional Studies in Health and Social Care (online)
(Top-up degree)
Date of Publication to Students: December 2014

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [Faculty web site address], (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final	Final Award: 120 Level 6 (Top-up degree)
Programme Title:	BSc (Hons) Professional Studies in Health and Social Care
Main fields of Study:	Health and Social Care
Modes of Study:	Part-time (e-learning)
Language of Study:	English
UCAS Code:	NA
JACS Code:	B900

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

QAA Indicators –General and specific to Flexible Distributed Learning (and online)
 QAA Academic level 6 Descriptors
 NHS Knowledge Skills Frameworks for UK students

Programme philosophy and aims

Health and Social Care in the United Kingdom (UK) and overseas is a vast service sector. It demands proactive and responsive multi-skilled practitioners who can meet the challenges of new Health and Social Care priorities whilst also meeting the expectations of service users and carers.

Whilst UK and overseas Health and Social Care priorities may vary, practitioners all share the need to communicate effectively and work across agencies and professional boundaries as an integrated system. In the UK and overseas, policies make reference to the need for increased collaboration in education, training and practice, between Health and Social Care professions for the improvement of health of individuals and the wider society.

This online/e-learning top-up degree Programme offers you as a practitioner working in a Health or Social Care setting an opportunity to collaborate in learning whilst gaining a degree. The Programme Team is committed to developing your role in working within an interprofessional framework to provide a holistic and patient/client-centred approach to care. This in turn intends to contribute to the priorities and challenges facing the Health and Social Care sectors.

The philosophy of this Programme is borne out through the application of a range of technology to promote a supported, interactive and collaborative learning environment.

Further to your employability in the Health and Social Care sector, is the acquisition of graduate qualities through the undertaking of degree level study. In particular, it is envisaged that an e-learning mode of study on this Programme will enable you gain transferable skills such as independent learning which encompasses self-awareness in terms of own learning needs; responsibility towards goal setting and time management.

See the Student Information on Employability: <http://www.bcu.ac.uk/student-info/careers-and-job-prospects/employability> .

Independent learning is viewed in the context of an e-learning community in which you, as a practitioner, will be given the opportunity to share and appraise local, national and international perspectives in relation to health care provision in the Health and Social Care sectors.

Programme Aims

1. Provide a Technology Enhanced Learning environment that promotes a flexible learning experience whilst informing the standard of services across Health and

Social Care.

2. Provide opportunities for practitioners working within the Health and Social Care sector to develop analytical and reflective approaches to their knowledge base.
3. Provide opportunities for interprofessional approaches to education that contributes to the collaborative nature of Health and Social Care delivery and the quality of the patient/client experience.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹

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

1. Draw upon reflective and intellectual skills as a basis for on-going personal and professional development for the enhancement of care delivery within a Health and Social Care context.
2. Define the appropriate knowledge underpinning aspects of practice within Health and Social Care and appraise evidence which informs and enhances the quality of care.
3. Demonstrate a critical and analytical approach using a range of evidence for the purpose of change and implementation within a broader context of interprofessional care provision.
4. Demonstrate effective communication, collaboration skills and leadership qualities within a multidisciplinary Health and Social Care context in order to contribute to the improvement of patient/client care.

Learning teaching, and assessment methods used

You will be studying this degree entirely online. *Moodle* (Virtual Learning Environment, VLE) will be used to provide you with a varied diet of facilitated self-paced learning and 'real time' interactive learning and teaching supported by communication forums. All modules on this Programme have endeavoured to take a consistent approach to the design to increase its usability and your familiarity with the learning processes.

Depending on the aims and learning outcomes of the modules there will be variety of teaching and learning methods to include lead audio/video lectures, structured independent learning activities, student/group-led Discussion Forums and means of self-evaluation/assessment through reflections and quizzes. Module Study Guides and module *Moodle* pages will provide you with more details relating to this.

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.
 BSc Hons Prof Studies HSC
 Programme Spec
 New optional module
 Version 1.4
 3rd Dec 2014
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The Faculty is committed to developing your role in working within an inter-professional framework to provide a holistic, patient/client-centred approach to care. The learning and teaching approaches employed within the Programme encourages you to participate and engage within a collaborative e- learning environment to facilitate interprofessional learning. Using 'virtual' Action Learning Sets, *Mahara* (e-Portfolios) and online Discussion Forums we aim to promote an e-learning community to enable you to share and network with your fellow students.

Although the learning is, in part, designed to be self-directed and group-led, the Module Coordinator will play a part in shaping the concepts being taught in the materials and assist in developing your critical thought processes. This will be facilitated by their active role in your e-learning community; in engaging you in the different modes of communication; and responding to student's discussions.

Assessment

Both Formative and Summative Assessment will support your learning and involve you in the learning process.

Formative Assessments are those interim assessment opportunities whereby you will be able to understand how well you are progressing with your learning. Formative Assessments also allow the Module Coordinator to focus on your individual learning needs and the needs of the student group during feedback.

Summative Assessments are used to make judgements about what you have learned from studying the module. Therefore, they contribute to the overall mark for the module and for your progression or your Award.

A variety of assessment methods will be used such as e-Portfolios of evidence with short analytical pieces of personal and professional development; audit review, viva; written assessments including Patchwork Assessment; case-based studies and written reflections. The range of assessment methods is designed to meet your individual needs/ your learning style and those of your fellow students. All Summative Assessments will enable you to achieve the learning outcomes for each module.

Programme Structure and requirements, levels, modules, credits and Awards

The structure of the course, the modules, levels and credit values, and the Awards which can be gained are shown in the diagram below:

To gain credits towards the full Award you will be required to complete a total of 8 modules at level 6. Of the 8 modules you must complete 4 core modules and select a further 4 modules from the menu of 6 optional modules.

All of these modules are also available as 'stand-alone' and where appropriate can be accessed by other Programmes:

Level 6 modules:

Modules	Credits
Core: Essential Academic Skills for Study (EAS) (LBR6237)	15 credits Level 6
Core: Evidence Based Practice (EBP) (SCI6024)	15 credits Level 6
Core: Independent Study (LBR6129)	30 credits Level 6
Optional: Communication in Health and Social Care (LBR6362)	15 credits Level 6
Optional: Transformational Leadership in Health and Social Care (LBR6365)	15 credits Level 6
Optional: Principles of Teaching and Education in Health and Social Care (LBR6366)	15 credits Level 6
Optional: Applied Physiology for Health and Social Care (LBR6363)	15 credits Level 6
Optional: Applied Pharmacology for Health and Social Care (LBR6364)	15 credits Level 6
Optional: Developing Specialist practice in Health and Social Care (LBR6094)	15 credits Level 6

Top-up degree award: BSc (Hons) Professional Studies in Health and Social Care 120 credits academic level 6.

Support for Learning including Personal Development Planning (PDP)

You are encouraged to identify and, with guidance, to reflect on your own learning needs and you will be offered the following support as appropriate to meet those needs:

The Programme is studied entirely online which requires IT skills. It is important that you carefully consider whether online distance learning is suitable for your needs and learning style and that you are familiar with what is expected of you and what you need to commit to. You should also consider whether you have the appropriate level of IT skills and the capacity in terms of IT software and equipment to undertake an e-learning programme of study (see computer specifications below). However, the Programme Team recognises that students will have a wide range of these skills. So there is opportunity to enhance your learning experience through accessing support and guidance from the Faculty Learning and Teaching Champion who will be available to you for technical advice on *Moodle*, or the Corporate Information Computer Technology (CICT) department for any other guidance in technological learning.

A virtual Induction within the *Moodle* Programme Home Page will direct you to all the support services available. These include a range of products and services as well as contact modes.

The Faculty's Professional Navigator, Tracey Cutler in collaboration with the Programme Director, Cathy Kitchen will guide you to meet your learning needs and inform you of the sequence and appropriate module options to meet your professional development needs. Contact details can be found on the University website.

Module Coordinators will guide and support you through your studies and refer you to

relevant support services where required.

You will be encouraged to document and reflect on your personal development throughout the Programme, using various tools including *Mahara* (e-Portfolio), *Moodle* forums or *Moodle* journal. All personal communications and tutorials, Formative Feedback remains archived in your own *Moodle* account, to maintain confidentiality.

Support for academic skills such as referencing is available within the University Intranet site (iCity) as well as from the Personal Development Department and the Centre for Academic Success.

The University's Student Services department provides assistance and support in the following areas: learning skills, careers advice, financial advice, medical and disability services, counselling and chaplaincy. You can self-refer and the department will maintain confidentiality.

You can also gain support from the Students' Union for a range of services, and this is sign posted within the *Moodle* Programme Home page.

Appropriate electronic library provision and access to library services are made available through links to their web site on the *Moodle* Programme Home page as well as on the iCity intranet.

You will have access to an online Programme Guide (your handbook), Module Templates and Module Study Guides detailing the Programme modules, University services, policies and procedures.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Computer specification

To make the most out of your *Moodle* learning experience, you will need:

- A PC or Mac with good internet connection (broadband preferred though not essential)
- A microphone, headphones or speakers
- A webcam (though this is module-dependent)
- A word processing application (e.g. Microsoft Word or the free Open Office version)
- The latest version of Chrome or Firefox (free to download),
- Links to other software e.g. Skype or Adobe Flash player will be made available if and where necessary on module *Moodle* pages.

Moodle displays content designed for 1024x768 screen resolution and above. If you have your computer set to a lower resolution or you are accessing via a mobile device then you may have to scroll your screen from left to right to visualise all of the content

The minimum specifications relate to the core hardware and software required to access the World Wide Web. Specific modules may require 'plug-ins' or updates such as Flash Player, but in each case, the student will be prompted and guided to download the software which is free.

Note – free software downloads will be available from programme Moodle sites.

Please note: On-Campus hardware have been verified through validations of internal IT facilities to ensure the minimum specifications.

Even though work, home or placement computers may meet these requirements, restrictions / Firewall protection put in place by the administrators of these computers may affect access to certain facilities within *Moodle*, or even the VLE itself. In such cases, the student would need to contact the CICT (IT administrators) for assistance. These restrictions should not affect any required plug-ins and all software that the student may be required to install, is free of charge.

In the event of the University experiencing *Moodle* down-time, there are contingency plans in place for students. *Moodle* down-time is usually temporary but you would be notified of the anticipated downtime period in advance via the *Moodle* Homepage itself and by the Programme Director using the your given contact details. Where a lengthy downtime is anticipated then the Module Coordinators/Programme Team would provide either email attachments or paper copy of sessional notes to your address to enable you to continue accessing most of your study resources.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty of Health and the Programme Team are committed to continuous evaluation, quality monitoring and enhancement of quality standards. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health to ensure evaluation, enhancement of quality and standards including listening and responding to your views:

The Programme Team ensures that all materials created for the VLE comply within the copyright law and therefore ensure it undergoes scrutiny by the Learning Repository Development Officer. It is envisaged that these processes will become an on-going annual audit measure for the life of the Programme and any subsequent online developments.

Students' views will be invited to be expressed at 'virtual' Boards of Studies and Programme evaluations, online Discussion Forums and student surveys. Student Representatives are also invited to Skype meetings with External Examiners and will contribute towards the 'virtual' Quality Days.

There is a 'Student Representative Forum' hosted via the Programme Home Page in *Moodle* where your issues can be raised and responded to. A representative from the Student Union can also be given access to this forum. In addition, a live link to the Student Union website can be in this area.

The Programme Team will ensure that the Programme is current and responsive to local, national and international developments and policy. This will take place through the curriculum working group, comprised of practice partners, academics and a graduate student, who will feedback to the Programme Team. All changes to the Programme are reviewed and must be accepted by Faculty Academic Standards and Quality Enhancement Committee (FASQEC) and can only be approved following consultation with students, external examiners and practice partners.

An annual Programme monitoring report is compiled and reviewed and approved by students and the External Examiner. Action points are raised to be developed and reviewed for the following academic year. In addition the annual Programme monitoring report is peer-reviewed. The annual report is a key document provided to external quality monitoring agencies.

Each module undertakes an evaluation of student's learning opportunities which are collated and fed back to students. Summary of the findings of module evaluations are compiled for the Annual Monitoring report and presented at the virtual Quality Days.

Assessment procedures and policies are updated by the Academic Quality Office to ensure that they are rigorous and fair. Bench marking statements are used to monitor pass mark achievement rates for modules. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners who will receive assessment briefings and viva recordings electronically.

There are committees in the Faculty of Health that contribute to the evaluation and ongoing quality monitoring. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health.