

Validation Document		
1	Title of Programme	Health and Social Care Top Up
2	Award (e.g. FdA, BA)	BSc (Hons)
3	Contained Award	Pass Degree for successful completion of 60 credits at level 6
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	HS01
6	HECOS codes	100473 – 25% 100476 – 50% 100501 - 25%
7	Mode of Study (full and/or part-time)	Full time and part time
8	Duration (total number of years)	1 year full time; 2 years part time
9	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
10	Accrediting Professional / Statutory Body (if applicable)	N/A
11	Location of delivery and Faculty	Grimsby Institute
12	Entry requirements	
<p><b>Standard offer</b> All applicants will need to have 240 credits at level 5. For example, a relevant HND, DipHE, or Foundation degree qualification, such as Social Care, Health and Social Care, Childhood Studies, Counselling or Social Sciences.</p> <p><b>Accreditation of prior learning</b> TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). Please refer to the <a href="#">HE21 Student Transfers and the Accreditation of Prior Learning</a>.</p> <p><b>International admissions</b> TEC Partnership recognises a wide range of entry qualifications as being equivalent to A' level standard; if students hold a qualification not listed above please contact TEC Partnership's admissions team on +44 (0) 1472 311222 ext. 434.</p>		

International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.

13	Minimum number of students required for the programme to run	8
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14	Degree classification weighting
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Bachelors Top-Up Degree  
The degree classification is awarded based on the average percentage mark achieved at level 6 of the degree.

15	Aims of the programme and distinctive features/fit with existing provision
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The BSc Health and Social Care top up takes an integrated approach, combining policy and practice, and has a clear focus on employability. The course will expand upon your current understanding of how to support a wide variety of people, including the most vulnerable individuals and those with complex care needs. You will be equipped with the skills and knowledge fundamental to meeting the health and care needs of society, adapting to the latest changes in this dynamic sector, and ensuring you graduate with the professional attributes to deliver to the current needs of the health and social care sector.

The BSc Health and Social Care top up combines academic aptitude with practical competency, enabling you to gain a critical understanding of advanced theoretical knowledge and skills in leadership and management in the health and social care sector. It offers a range of professional and transferable skills, leading you to be able to progress and gain promotions within employment. On successful completion of this top up, students will have further opportunities in career progression; a wide range of careers are available across public, private and third sector environments such as the NHS, charities (Age UK, MIND) and social care organisations like Focus and Care Plus Group. Graduates from this course could take on leadership and management roles in health or social care, and would be capable of working within a multi-agency environment.

On successful completion, students can also pursue further academic development via post-graduate routes. These include (but are not limited to) social work, care management, nursing, midwifery, human resources, and teaching. To enable you to tailor your studies in line with your career aims, this top-up degree offers a variety of optional modules from advanced dementia care, counselling and communication skills, and the principles and practice of health promotion.

The course aims to:

- Build upon students existing experience and knowledge of health and social care;
- Promote understanding, debate and analysis of contemporary social issues and contexts related to health and social inequalities;
- Develop an analytical and critical approach to problem solving that promotes evidence-based practice, that will enable students to contribute to debates in the health and social care sector;
- Develop transferable graduate skills which promote autonomous lifelong learning and an enjoyment and commitment to continuous professional development, including progression on to higher levels of study;
- Recognise opportunities to provide support or intervention that improves health and/or welfare outcomes for individuals, groups, and populations;

	<ul style="list-style-type: none"> <li>Develop leadership and management skills that will enable students to gain promotion in the health and social care sector;</li> <li>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.</li> </ul>																											
16a	<p>Programme Learning Outcomes</p> <p><i>Upon successful completion of this programme a student will be able to...</i></p>																											
	<table border="1"> <thead> <tr> <th></th> <th>Programme Learning Outcome</th> <th>Subject Benchmark Reference</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Critically analyse the bio-psycho-social framework within which the health and social care sector operates, at a theoretical and practical level</td> <td>SW5.1iv;5.2.i;5.2.iv;5.2.vi;5.4.iv;5.5.ii;5.6.iii;5.13i HS3.1i; 3.1vii; 5.2i;5.2iii; 5.2vi;5.2xiii</td> </tr> <tr> <td>2</td> <td>Generate, analyse, interpret and critique health and social care statistics in order to develop knowledge on both micro and macro levels, that is transferable to the care industry</td> <td>SW5.11.iii;5.12.iii;5.18.iii HS3.3i; 3.3ii; 3.3iii; 5.3i;5.3iii; 5.4iv</td> </tr> <tr> <td>3</td> <td>Demonstrate transferable and interdisciplinary skills through completion of academic study and transferable employment skills in the field of health and social care</td> <td>SW5.3,iv;5.12.ii;5.14.iii HS3.5; 5.4ii; 5.4v</td> </tr> <tr> <td>4</td> <td>Conduct academic work with minimal supervision, demonstrating key transferable employability skills of self-management of time and resources, working both independently and as a member of a group</td> <td>SW5.12.i;5.14.iii;5.14viii; 5.4viii; 5.17.ii HS3.5iv; 5.16vii; 5.3v; 5.4i; 5.4v</td> </tr> <tr> <td>5</td> <td>Critically explore the complex and varied influences on and determinants of health inequalities and social exclusion, and identify factors required to make positive change</td> <td>SW5.2i5.4.i;5.3i; 5.4.iii;5.4.iv;5.5.v;5.13.vi; HS3.1iii; 3.1iii; 3.vi; 5.2xvi; 5.3iv</td> </tr> <tr> <td>6</td> <td>Demonstrate critical knowledge of contemporary issues affecting the complex and diverse nature of healthcare systems in terms of delivery of care; structural, organisational and individual experiences; and the effective management of such systems</td> <td>SW5.2.v;5.16.iv; 5.4i; 5.5vii, 5.6iv; 5.6v; 5.6ix HS3.1i; 3.1iii; 3.1xv; 3.3i; 3.3vi; 5.2vii</td> </tr> <tr> <td>7</td> <td>Demonstrate an informed and critical understanding of ethical perspectives and the diversity of values associated with health, physical and mental well-being</td> <td>SW5.3ii; 5.3iii; 5.3v; 5.3vii; 5.31x; 5.4i; 5.4iii; 5.6vi HS3.1iii; 3.1ix; 3.1x; 3.5xiv; 5.2xv</td> </tr> <tr> <td>8</td> <td>Demonstrate a systematic understanding of key concepts of leadership and critically analyse how these have been applied to review, consolidate, extend and apply knowledge and understanding</td> <td>SW 5.3viii; 5.3x; 5.6xi HS3.1xv; 3.5vi; 5.4ii</td> </tr> </tbody> </table>		Programme Learning Outcome	Subject Benchmark Reference	1	Critically analyse the bio-psycho-social framework within which the health and social care sector operates, at a theoretical and practical level	SW5.1iv;5.2.i;5.2.iv;5.2.vi;5.4.iv;5.5.ii;5.6.iii;5.13i HS3.1i; 3.1vii; 5.2i;5.2iii; 5.2vi;5.2xiii	2	Generate, analyse, interpret and critique health and social care statistics in order to develop knowledge on both micro and macro levels, that is transferable to the care industry	SW5.11.iii;5.12.iii;5.18.iii HS3.3i; 3.3ii; 3.3iii; 5.3i;5.3iii; 5.4iv	3	Demonstrate transferable and interdisciplinary skills through completion of academic study and transferable employment skills in the field of health and social care	SW5.3,iv;5.12.ii;5.14.iii HS3.5; 5.4ii; 5.4v	4	Conduct academic work with minimal supervision, demonstrating key transferable employability skills of self-management of time and resources, working both independently and as a member of a group	SW5.12.i;5.14.iii;5.14viii; 5.4viii; 5.17.ii HS3.5iv; 5.16vii; 5.3v; 5.4i; 5.4v	5	Critically explore the complex and varied influences on and determinants of health inequalities and social exclusion, and identify factors required to make positive change	SW5.2i5.4.i;5.3i; 5.4.iii;5.4.iv;5.5.v;5.13.vi; HS3.1iii; 3.1iii; 3.vi; 5.2xvi; 5.3iv	6	Demonstrate critical knowledge of contemporary issues affecting the complex and diverse nature of healthcare systems in terms of delivery of care; structural, organisational and individual experiences; and the effective management of such systems	SW5.2.v;5.16.iv; 5.4i; 5.5vii, 5.6iv; 5.6v; 5.6ix HS3.1i; 3.1iii; 3.1xv; 3.3i; 3.3vi; 5.2vii	7	Demonstrate an informed and critical understanding of ethical perspectives and the diversity of values associated with health, physical and mental well-being	SW5.3ii; 5.3iii; 5.3v; 5.3vii; 5.31x; 5.4i; 5.4iii; 5.6vi HS3.1iii; 3.1ix; 3.1x; 3.5xiv; 5.2xv	8	Demonstrate a systematic understanding of key concepts of leadership and critically analyse how these have been applied to review, consolidate, extend and apply knowledge and understanding	SW 5.3viii; 5.3x; 5.6xi HS3.1xv; 3.5vi; 5.4ii
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16b	Additional Outcomes aligned to PSRB or Apprenticeship Standards																											

1	N/A	
17	<b>Graduate Attributes and Threshold Characteristics</b>	
<p>A student achieving this programme will have demonstrated the following knowledge, skills, and threshold characteristics:</p> <ul style="list-style-type: none"> <li>• A systematic understanding of key aspects of health and social care, including acquisition of coherent and detailed knowledge.</li> <li>• An ability to deploy accurately established techniques of analysis and enquiry within the discipline.</li> <li>• A conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. Also, to describe and comment upon aspects of current research, or equivalent advanced scholarship, in the discipline.</li> <li>• The ability to manage their own learning, and to make use of scholarly reviews and primary sources.</li> <li>• A strong understanding of contemporary social issues and contexts and inequalities, ensuring the ability of working well with others, across different disciplines.</li> <li>• Be self-reliant, confident and open to change.</li> <li>• The ability to effectively identify and discuss the implications of complex challenges within the health and social care sector.</li> <li>• Be able to create significant positive change through the development of leadership and management skills that will enhance employability.</li> </ul>		

18	<b>Programme Structure</b>			
Module Title	Core/ Option	Credits	Level	Delivery T1/T2/T3
<b>Full Time structure</b>				
Health Psychology	C	10	6	T1
Applied Statistics in Health and Social Care	C	20	6	T1
Dissertation	C	40	6	T1, 2, T3
Addiction	C	10	6	T2
Leadership	C	20	6	T3
Choose two optional modules from the list below:				
Advanced Communication and Counselling Skills	O	10	6	T2
Advanced Dementia Care	O	10	6	T2
Health Promotion and Public Health	O	10	6	T2

<b>Part time structure</b>				
Year 1				
Applied Statistics in Health and Social Care	C	20	6	T1
Leadership	C	20	6	T3
Choose one optional module from the list below:				
Advanced Communication and Counselling Skills	O	10	6	T2
Advanced Dementia Care	O	10	6	T2
Health Promotion and Public Health	O	10	6	T2
Year 2				
Dissertation	C	40	6	T1, 2, 3
Health Psychology	C	10	6	T1
Addiction	C	10	6	T2
Choose one optional module from the list below:				
Advanced Communication and Counselling Skills	O	10	6	T2
Advanced Dementia Care	O	10	6	T2
Health Promotion and Public Health	O	10	6	T2

19	<b>Teaching and Learning Strategy</b>
<p>Approaches to teaching and learning in the field of health and social care support the students to become independent critical thinkers, who are more confident and reflective about their own academic and professional development through critical discussion, debate, research and presentation of ideas. For wider areas of the programme where social work practice underpins the knowledge that students are expected to understand, the programme will follow the four interrelated themes set out in the benchmark statements, which are:</p> <ol style="list-style-type: none"> <li>1. Awareness raising, skills and knowledge acquisition;</li> <li>2. Conceptual understanding;</li> <li>3. Promote self-evaluation;</li> <li>4. Develop Learner networks</li> </ol>	

The programme aims to facilitate critical thinking and self-evaluation by questioning and critically discussing beliefs, discourses and attitudes. Building upon the critical thinking and discussion skills created by the lecture/seminar/workshop process, the teaching and learning activities aim to promote student participation with students taking a lead in seminars/workshops and delivering presentation to peers. Supporting this participatory process is group work, peer feedback and team working skills. These teaching and learning methods aim to promote student analytical skills and critical thinking, and these are developed through reflective learning and problem-based learning activities. Digital Literacy is systematically integrated throughout all modules through teaching, learning and assessment strategies.

One of the key elements of this course is embedding primary and secondary research to develop the students' capacity to respond to complex social and health needs in the community. As this programme sits across a number of disciplines within health and social care, the teaching and learning will align itself to the approaches set out within QAA subject benchmark statements for Healthcare Studies and Social Work as mapped to the programme learning outcomes in box 16a. The process of learning values personal and professional experiences where the theoretical underpinning informs practice development.

The outcomes of the programme are strongly linked to skills and knowledge required for multi-disciplinary work in health and social care.

Where there are optional modules, and more than one option has been chosen by the cohort, these will only run where there are a minimum of six students choosing the module.

20	References used in designing the programme
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QAA Subject Benchmark Statement: Social Work (2019) (QSW)  
 National Occupational Standards for Social Work (2019)  
 QAA Subject Benchmark Statements Health Studies (2019)

21	Indicators of quality and standards
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The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the

HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.

22 Particular support for learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Students will also be invited in for advice and support through the DSA procedure.

Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills.

23 Methods for evaluating and improving the quality of learning

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and their remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

24	Identify any ethical issues that relate to this programme's teaching and assessment	
<p>All dissertations will fully comply with the ethical guidelines within the Code of Practice on Ethical Approval. Each student will submit an ethics form for their proposed research which will ensure the students are acting with ethical integrity during their research and activity.</p> <p>Throughout the teaching students and staff will be expected to act with and respect confidentiality. All classroom examples will be made anonymous, and the identity of individuals and organisations upon which they may be based must be concealed.</p> <p>The programme has many modules where case studies are used, and in these instances case studies will be provided by academic staff. This prevents students considering their own, or previous places of work, protecting confidentiality further.</p> <p>There is no placement element with this degree so no issues should arise in this area.</p>		
25	For Foundation Degrees is the programme Work Based or Work Related?	Not appropriate
26	How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support	
N/A		
27	Resources Supplied to the Student	
None		
28	Resources needed to pass the programme	
None		
29	Revision History	
Version	Details of major modification	Date of approval
1		

### Curriculum Map

Key		Work – State WB or WR or blank Comp = Compensatable Y or N																P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome			
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8								
Leadership	6		Marie Robbins	Case Study report - 4500 (100%)	N			F	F		F	F	F								
Applied Statistics for Health and Social Care	6		Brittany Timms	Case Study Report – 3000 (70%) SPSS Workbook – 1000 (30%)	Y		F	F	F												
Advanced Dementia Care	6		Kerry Bradley	Service Proposal – 3000 (100%)	Y	F	F	F	F	F	F	F	F								
Health Promotion and Public Health	6		Brittany Timms	Poster Presentation – 15 minutes with 5 minutes questions - (100%)	Y	F	F	F	F	F		F	F								
Addiction	6		Marie Robbins	Article – 3000 (100%)	Y		F	F	F	F		F									
Advanced Communication and Counselling Skills	6		Vikki Booth	Scenario and Reflection – 2500 (100%)	Y			F	F			F									
Health Psychology	6		Brittany Timms	Case-study Based Poster Presentation - 15 minutes - (100%)	Y	F	F	F	F	F	F	F									
Dissertation	6		Marie Robbins	Dissertation – 8,000 (100%)	N		F	F	F			F									

TEC Partnership Graduate Mapping

TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	<ul style="list-style-type: none"> <li>• Adaptability to changing situations</li> </ul>		The Leadership module contains learning regarding adaptability within an organisation and how to manage such changes	
	<ul style="list-style-type: none"> <li>• Being productively disruptive</li> </ul>		The Leadership module contains learning regarding manage change and be change agents within organisations	
	<ul style="list-style-type: none"> <li>• Resilience</li> </ul>	The Leadership module assessment allows students to critically debate and analyse the complex nature of change and how different approaches to managing change facilitates organisational success.		
	<ul style="list-style-type: none"> <li>• Preparing for unknown futures</li> </ul>	The Leadership module assessment allows students to critically debate and analyse the complex nature of change and how different approaches to managing change facilitates organisational success.		
	<ul style="list-style-type: none"> <li>• Finding alternative solutions to problems</li> </ul>	The Leadership module assessment allows students to critically debate and analyse the complex nature of change and how different approaches to managing change facilitates organisational success.		
Teamwork	<ul style="list-style-type: none"> <li>• Human interaction skills</li> </ul>			Students will be working with each other across the trimesters to undertake different activities within lectures, tutorials and orientation. Students will be offered mock interviews in preparation for higher level study or employment
	<ul style="list-style-type: none"> <li>• Leadership and followership skills</li> </ul>		The Leadership module will offer an understanding of leadership and change management theory which are crucial bodies of knowledge to inform the practice of employees in	

			modern workplaces. A key aim of this module is to ensure that graduates, who are in leadership or followership positions, have the skills which will allow them to manage change and be change agents within organisations	
	<ul style="list-style-type: none"> <li>• Project development and/or management</li> </ul>	The Dissertation runs over three trimesters and is assessed in trimester 3. This requires students to effectively plan and manage their time over this period and keep regular contact with their supervisor		
Presentation	<ul style="list-style-type: none"> <li>• Confidence in communication</li> </ul>	<p>In the Health Promotion and Public Health assessment, students will need to prepare and present their conference poster and be able to take part in a question and answer session regarding their work</p> <p>In the Advanced Communication and Counselling Skills assessment, the reflection will enable students to develop their self-awareness and identify potential barriers to their communication, whilst working with individuals in a healthcare setting.</p>		
	<ul style="list-style-type: none"> <li>• Digital skills and adaptability</li> </ul>		In the Applied Statistics for Health and Social Care module, students will need to read, access and present statistical data. This will include the use of different IT based packages to explore different statistical methods and techniques	
	<ul style="list-style-type: none"> <li>• Time Keeping</li> </ul>	The Dissertation runs over three trimesters and is assessed in trimester 3. This requires students to effectively plan and manage their time over this period and keep regular contact with their supervisor		
	<ul style="list-style-type: none"> <li>• Self-Presentation</li> </ul>			The course covers learning content regarding professional and personal presentation obligations and expectations.

				Tutorial sessions will support this to allow progression
Personal Values	<ul style="list-style-type: none"> <li>• Professional attitudes and values</li> </ul>		A key aim of the leadership module is to ensure that graduates, who are in leadership or followership positions, have the skills which will allow them to manage change and be change agents within organisations	
	<ul style="list-style-type: none"> <li>• Ethics and morals</li> </ul>	The dissertation will allow students to demonstrate a critical and constructive awareness of health and social care from the wider philosophical, theoretical and social contexts within which health and social care operates. The assessment requires full ethics approval		
	<ul style="list-style-type: none"> <li>• Self-Care and care of others</li> </ul>			The course and all of the modules have a focus on the care of others through dementia care, health promotion and differing health behaviours. Tutorial sessions cross the year will provide the opportunity for students to look at the management of self-care and resilience to work within the sector