

Programme Specification

Programme Summary Information			
1	Programme Title		BSc (Hons) Health, Wellbeing and Social Care (Top-Up)
2	University of Sunderland Course Code		UCAS Code
3	Awarding Institution		University of Sunderland
4	Teaching Institution(s) (if different from point 3)		University of Sunderland in London
5	Professional Statutory or Regulatory Body (PSRB) (if applicable)		N/A
6	For Apprenticeships:		
	Name of Apprenticeship Standard		N/A
	Apprenticeship Standard Number		N/A
	IfATE LARS Number		N/A

7	Programme Description
	<p>Overview</p> <p>The BSc (Hons) Health, Wellbeing and Social Care (Top-Up) is a one-year, full-time undergraduate degree programme designed to enable learners who have successfully completed Level 5 qualifications in health and social care or closely related disciplines to progress to an honours-level award. The programme provides an academically rigorous and professionally relevant curriculum that develops advanced knowledge, critical understanding and applied skills required for contemporary health and social care practice within complex, integrated and rapidly evolving care systems.</p> <p>The programme is structured around three core modules and one optional specialist module, enabling students to consolidate and extend their understanding of policy, professional practice through placement and research, while also allowing personalisation through a chosen pathway in public health, mental health and wellbeing, or management and leadership in care settings. This structure ensures that all graduates achieve a common set of advanced competencies aligned with sector expectations, while also developing specialist knowledge in an area of career interest or workforce demand.</p> <p>A central feature of the programme is its strong emphasis on the relationship between theory, evidence and practice. Students engage critically with contemporary policy, legislation and regulatory frameworks that shape health and social care provision and explore how social, political, economic and organisational factors influence service design, quality and outcomes. Through professional practice-focused learning, students develop the confidence and capability to contribute effectively to multidisciplinary teams, support service improvement and take on supervisory or junior leadership responsibilities. The Applied Research Project provides a capstone experience that enables students to investigate a real-world issue in depth, strengthening research literacy, analytical skills and evidence-based decision-making. The</p>

placement module provides students with the opportunity to apply academic knowledge within real-world or digitally simulated health and social care environments.

The programme is explicitly aligned to workforce priorities identified by the NHS, local authorities, integrated care systems and the independent and voluntary sectors. It supports the development of graduate attributes relevant to Band 4 - 6 roles and equivalent positions, including critical thinking, ethical reasoning, communication, leadership, digital competence and quality improvement. The curriculum reflects professional and regulatory expectations, including those associated with the Care Quality Commission (CQC), National Institute for Health and Care Excellence (NICE) and the broader policy environment, ensuring that graduates are well prepared for employment or further study.

Inclusivity and accessibility are embedded throughout the programme. Teaching, learning and assessment are informed by Universal Design for Learning principles, offering varied learning activities, flexible resources and diverse assessment formats to support students from a wide range of educational and professional backgrounds. The programme recognises that many students may be returning to study after time in employment or progressing from vocational routes and therefore provides scaffolded academic and digital skills development, regular formative feedback and structured academic support.

Digital literacy and engagement with technology are integrated across modules. Students critically explore digital health technologies, data-informed practice and online professional communication, while also using digital tools to support research, collaboration and presentation of work. This ensures graduates are equipped to operate effectively within increasingly digital care environments.

Assessment across the programme is authentic, applied and designed to mirror real-world professional tasks, such as policy analysis, service improvement proposals, intervention design, reflective portfolios and research reports. This approach enables students to demonstrate achievement through meaningful activities that support employability, professional identity formation and confidence.

Overall, the BSc (Hons) Health, Wellbeing and Social Care (Top-Up) provides a coherent, future-focused and student-centred learning experience that supports academic progression, enhances employability and contributes to the development of a skilled, reflective and ethically grounded health and social care workforce.

What's covered in the course?

The BSc (Hons) Health, Wellbeing and Social Care (Top-Up) programme covers a broad and integrated range of academic and professional content designed to deepen students' understanding of contemporary health and social care while developing advanced practice-related skills. The curriculum focuses on enabling students to critically engage with the complex systems, policies and practices that shape service delivery and outcomes for individuals, families and communities.

Students study contemporary health and social care policy, legislation and regulatory frameworks, developing a critical understanding of how national and local policies are formed, interpreted and implemented. The programme explores the political, social and economic contexts influencing health and social care, including funding pressures, workforce challenges, demographic change and widening health inequalities. Students examine the organisation and governance of health and social care systems, with particular attention to integrated care, partnership working and multi-agency collaboration.

Professional practice is a core area of study. Students explore ethical principles, professional standards and safeguarding responsibilities, and consider how these guide decision-making in

	<p>complex and sometimes ambiguous situations. The programme addresses person-centred and strengths-based approaches to care, cultural competence, equality, diversity and inclusion, and the importance of involving service users and carers in decision-making and service design.</p> <p>The placement provides students with the opportunity to apply academic knowledge within real-world or digitally simulated health and social care environments. Students are encouraged to secure their own placement within a relevant organisation; however, students unable to obtain a placement will complete a structured Digital Professional Practice Placement using sector-recognised virtual platforms, case simulations, research activities, and service-improvement projects. The module reflects the evolving nature of health and social care delivery, including digital transformation, remote care, multidisciplinary collaboration, and evidence-based practice. It ensures equitable access to experiential learning regardless of placement availability.</p> <p>Research and evidence-based practice form a central strand of the programme. Students learn how to locate, appraise and use research evidence to inform practice and policy. They develop knowledge of research design, qualitative and quantitative methods, ethics and data analysis, and apply these skills through the completion of an independent applied research project focused on a real-world health or social care issue.</p> <p>Optional specialist study allows students to develop deeper knowledge in a particular area. Those choosing public health and health promotion explore population health, epidemiology, social determinants of health, health inequalities and the design and evaluation of health promotion interventions. Students selecting mental health, wellbeing and recovery examine mental health policy, theoretical models of mental distress and wellbeing, recovery-oriented practice, and evidence-based interventions across the lifespan. Students choosing management and leadership in care settings focus more intensively on operational management, governance, workforce planning, resource management and service development.</p> <p>Across all modules, students engage with digital health and care technologies, data-informed practice and online professional communication, reflecting the increasing digitalisation of the sector. The programme also supports the development of advanced academic skills, including critical analysis, academic writing, reflective practice and professional communication. Overall, the programme covers the knowledge, skills and values required to understand, evaluate and contribute to contemporary health and social care practice, while preparing students for graduate-level employment, leadership development and further study.</p> <p>Where will I study? Students who enrolled on the BSc Health, Wellbeing and Social Care (Top-Up) programme will be studying at the University of Sunderland in London. Teaching will be face-to-face.</p> <p>Does the programme have an associated IFY? No</p>
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8	Programme Awards		
8a	Name of Final Award	Level	Credits Awarded
	Bachelor of Science with Honours in Health, Wellbeing and Social Care	6	120
8b	Exit Awards and Credit Awarded		
	Ordinary Degree	6	60

9	Programme Specific Regulations
	No

10a		
Mode(s) of Study	Location/Campus	Duration of Study
Full time	London	1 year
Part time	London	2 years

10b	
Is this programme delivered at a Transnational (TNE) partner ?	No
Is this programme delivered at UK Partner Institutions ?	No

11	Entry Requirements
	The admission requirements for this programme as stated on the course page of the University of Sunderland website at https://www.sunderland.ac.uk/ , or found by searching for the course entry profile located on the UCAS website are correct. YES
	This programme is suitable for students to enter with advanced standing (e.g. APL) YES/NO
	Where applicable use the space below to detail any specific arrangements – e.g. APL only permitted to a specific level Accreditation of Prior Learning (APL)

12	Programme Learning Outcomes
	By the end of Stage 1 of the programme successful students will be able to do the following:
1	Critically analyse contemporary health and social care frameworks, legislation and policy.
2	Evaluate the social, cultural, political and organisational factors influencing service delivery and outcomes.
3	Demonstrate advanced understanding of professional, ethical and safeguarding principles within multidisciplinary contexts.
4	Critically evaluate evidence, research methodologies and theoretical models relevant to health and social care.
5	Apply critical thinking to complex problems, proposing evidence-based and ethically sound solutions.
6	Apply leadership, quality improvement and professional practice skills to real or simulated care environments.
7	Conduct an ethically sound research project demonstrating competent data collection, analysis and interpretation.
8	Communicate effectively using academic and professional conventions.
9	Manage personal learning, autonomy and professional growth.
10	Work collaboratively with diverse stakeholders, demonstrating cultural competence and inclusive practice.

13. Programme Requirements			
<i>There are optional modules on this programme Yes</i>			
Level 6:			
<i>In order to complete this programme, a student must successfully complete all the following CORE modules (totalling 90 credits):</i>			
Module Code	Module Name	Credit Value	PLO(s) assessed

HSCT300	Contemporary Issues and Policy in Health and Social Care	30	PLO1, PLO2
HSCT301	Applied Professional Practice Placement	30	PLO3, PLO5, PLO6, PLO9
HSCT302	Applied Research Project in Health and Social Care	30	PLO4, PLO5, PLO6, PLO7, PLO8

In order to complete this programme, a student must successfully complete Option modules totalling 30 credits: Option modules available on this programme are as below: please note that there may be instances where not all options will be available.

Module Code	Module Name	Credit Value	PLO(s) assessed
HSCT303	Public Health and Health Promotion	30	PLO3, PLO6, PLO5, PLO10
HSCT304	Mental Health, Wellbeing and Recovery	30	LO3, LO6, PLO5, PLO10
HSCT305	Management and Leadership in Care Settings	30	PLO6, PLO8, PLO9, PLO10

14. Employability

The programme contributes to the development of the following graduate attributes. Please refer to [Integrated Curriculum Design Framework](#) when completing this section.

The BSc (Hons) Health and Social Care (Top-Up) programme makes a strong and explicit contribution to the development of graduates who are professional, adaptable and engaged, through its curriculum design, learning activities and assessment strategy.

Professional	The programme develops students as professional graduates by embedding professional values, ethical principles and sector standards across all modules. Students critically engage with codes of conduct, safeguarding responsibilities, accountability frameworks and regulatory expectations, enabling them to understand what it means to act with integrity and responsibility in complex care environments. Through applied assessments such as policy analyses, case studies, service improvement proposals and research projects, students practise communicating in professional and academic conventions and learn to justify decisions using evidence. The Applied Professional Practice Placement module supports the formation of professional identity by encouraging reflection on values, behaviours and career aspirations, while also developing communication, supervision and decision-making skills. The emphasis on evidence-based practice and ethical reasoning ensures that graduates are prepared to act competently, responsibly and confidently within multidisciplinary teams.
Adaptable	The programme develops adaptable graduates by equipping students with the critical thinking, problem-solving and research skills required to respond effectively to change. Students analyse contemporary and emerging issues in health and social care, such as policy reform, digital transformation, workforce pressures and changing population needs, helping them to understand uncertainty and complexity as normal features of professional practice. The

	Applied Research Project requires students to independently design and conduct a study, fostering autonomy, resilience and the ability to manage open-ended tasks. Exposure to diverse assessment formats and learning activities encourages flexibility in thinking and communication. Optional specialist modules allow students to tailor their learning to their interests and career goals, further supporting adaptability in relation to different professional pathways and evolving labour market demands.
Engaged	The programme fosters engaged graduates by encouraging active participation in learning, critical dialogue and reflection on real-world issues. Students are consistently asked to connect theory to practice, drawing on professional experiences, case scenarios and contemporary policy debates. Learning activities promote collaboration, peer discussion and engagement with multiple perspectives, helping students to appreciate the value of partnership working and stakeholder involvement. The programme also encourages engagement with communities and service users through needs assessments, intervention design and research projects that focus on real or simulated practice contexts. By developing awareness of social justice, health inequalities and the wider impact of professional actions, the programme supports graduates to become socially responsible practitioners who are motivated to contribute positively to the health and wellbeing of individuals and communities.

15. Additional Costs: Are there any additional costs on top of the fees?

List any additional costs the students will have to meet and whether this is optional (e.g. an optional field trip) or essential (e.g. buying a lab coat). Give an estimation of the approximate cost which may be a range. This information should be replicated in the Module Guide and will be published on the course page.

No, but all students buy some study materials such as books and provide their own basic study materials	✓
Yes (optional). All students buy some study materials such as books and provide their own basic study materials. In addition, there are some additional costs for optional activities associated with the programme (see above)	
Yes (essential). All students buy some study materials such as books and provide their own basic study materials. In addition, there are some essential additional costs associated with the programme (see above)	

16. Version Control

Programme Specifications are checked annually and updated when changes are made to the programme.

Version Number		Date	Details of change	Author
V1	Document created	04/02/2026	New programme	Dr Yahaya Alhassan
V2	Document changed			

Version number:	5	Template owner:	Quality Team
Date reviewed:	Jun-24	Date of next review:	Jun-29