

Programme Specification

| Programme Summary Information | | | |
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| 1 | Programme Title | | BSc (Hons) Health and Social Care |
| 2 | University of Sunderland Course Code | BHASOCFT/ BHASOCPT | UCAS Code L510 |
| 3 | Awarding Institution | | University of Sunderland |
| 4 | Teaching Institution(s) (if different from point 3) | | |
| 5 | Professional Statutory or Regulatory Body (PSRB) (if applicable) | | N/A |

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| 6 | <p>Programme Description</p> <p>Overview</p> <p>The Health and Social Care programme gives students the opportunity to gain critical understanding of integrated health and social care welfare structures and processes, as well as advanced theoretical knowledge and skills in the practice/management of the health and social care sector. Students can study this professions-facing programme in health and social care, on either a full or part time basis. The completion of one placement experience enables you to gain practical, real-world experience and to develop links with local institutions working around us.</p> <p>The focus throughout the programme is upon multi-agency approaches necessary for the effectiveness of health and social care (as well as being currently most relevant to government initiatives). Furthermore, our successful students will be prepared for further academic development, that is, post qualifying professional training, or further postgraduate study offered by the University of Sunderland and at other institutions. Specifically, the student learning experiences are informed by the relevant Subject Benchmark Statements that is, Health Studies, Social Policy and Social Work, QAA frameworks for Higher Education Qualifications and the University Learning, Teaching and Assessment Strategy.</p> <p>The course integrates different perspectives which all have a strong basis in social sciences and have been developed to address both student and employer needs. The course allows you to develop the attributes you need to succeed and graduate with a degree that balances broad topics and theories relating to health and social care. You'll apply these to contemporary issues such as mental health, substance use, and domestic abuse, and focus attention on public health-related issues such as health promotion, health inequalities, health ethics and wellbeing.</p> <p>The teaching staff bring with them practice-based experience and we also integrate important inputs from the Centre for Graduate Prospects to think about employability, entrepreneurial attitudes, enterprising mindsets and skills, and innovation integration.</p> <p>What's covered in the course?</p> |
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Students take a range of modules both academically and vocationally focused. Students are provided with a detailed understanding of health and social care theory, policy and practice. Students will also be supported to understand key contemporary issues that influence health, social care and the wellbeing of individuals and communities – a topic of global significance. Across all modules, the inclusion of formative work will support you with learning.

Overall, this degree combines academic rigour with practical experience; students will have the opportunity to test their new knowledge and skills in a community setting and identify strategies/interventions for people with a variety of organisations. The year 2 placement experience may also help you develop and understand the application of research methods and ways to improve practice in health and social care.

Your progress will be assessed through a variety of methods, including traditional essays, but also practical skills based and innovative assessments (module dependent) which aid your employability skills. These may include research reports, professional dialogues, portfolios, presentations, reports for global bodies and campaign creation.

The University supports students with opportunities for internships and volunteering. In Year 1, we integrate support to develop your academic skills in writing university-level assignments, and in Year 2, you develop your practice further. We also integrate inputs from the Centre for Graduate Prospects and Work Based Learning. In Year 3, we help to prepare you for graduate employment with opportunities to learn about graduate jobs and postgraduate study.

Reasonable adjustments to teaching and assessments will be made for students who hold a current University of Sunderland Support Plan (in line with their stated entitlements and/or accommodations).

Where will I study?

Teaching takes place both in person and online through our VLE system. Onsite, the Social Studies team is based at St Peter’s Campus, and teaching takes place across various buildings such as Wearside View, Reg Vardy, David Goldman, the Media Centre and Prospect building.

Does the programme have an associated IFY?

Yes

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| 7 | Programme Awards | | |
| 7a | Name of Final Award | Level | Credits Awarded |
| | Bachelor of Science with Honours | 6 | 360 |
| 7b | Exit Awards and Credit Awarded | | |
| | Certificate of Higher Education | 4 | 120 |
| | Diploma of Higher Education | 5 | 240 |
| | Bachelor of Science | 6 | 300 |

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| 8 | Programme Specific Regulations |
| | No |

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| 9a | | |
| Mode(s) of Study | Location/Campus | Duration of Study |
| Full time | Sunderland | 3 years |
| Part time | Sunderland | 6 years |
| Apprenticeship | n/a | |

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| 9b | |
| Is this programme delivered at a Transnational (TNE) partner ? | No |
| Is this programme delivered at UK Further Education Colleges ? | No |

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| 10 | Entry Requirements |
| | <p>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</p> <p>This programme is suitable for students to enter with advanced standing (eg APL) YES</p> <p>Where applicable use the space below to detail any specific arrangements – eg APL only permitted to a specific level Accreditation of Prior Learning (APL) n/a</p> |

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| 11 | Programme Learning Outcomes |
| | By the end of stage 1 of the programme successful students will be able to do the following: |
| 1 | Interpret and compare central biopsychosocial theoretical arguments, within a variety of health and social care multi-agency contexts. |
| 2 | Define, compare and reflect on the links between the individual experience and wider structural elements in health and social care. |
| 3 | Exhibit the ability to understand legislation, policy and models of practice, applied in the multi-agency field of health and social care. |
| 4 | Interpret the social, political and historical development of the welfare state, with reference to the principal organisations involved in health and social care |
| 5 | Demonstrate applied knowledge of current legal and policy frameworks for how partner agencies safeguard children and vulnerable adults. |
| 6 | Evidence an awareness and application of the basic principles of research, including ethical and professional conduct and digital technology skills, in relation to the study of health and social care. |
| | By the end of stage 2 of the programme successful students will be able to do the following: |
| 7 | Make evident the ability to explain, analyse and apply theories in health and social care settings, whilst considering issues such as: needs; well-being; rights and responsibilities; social welfare; poverty; inequalities; globalisation; social exclusion; and social justice. |
| 8 | Collect, analyse and present qualitative and quantitative data as appropriate to the study of health and social care, demonstrating ethical conduct as a researcher and professional. |
| 9 | Reflect on the links between individual experience of health and wellbeing issues, and the wider structural elements relevant to health and physical and mental wellbeing. |
| 10 | Evidence the ability to reflect upon own values and beliefs, in relation to health and social care issues. |
| 11 | Evidence increased confidence in developing an independent and responsible approach to learning, including use of digital technologies. |
| | By the end of stage 3 of the programme successful students will be able to do the following: |

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| 12 | Exhibit the ability to critically evaluate and apply biopsychosocial and/or other emerging theories, to inform understanding of complex practice and/or societal issues in health and social care. |
| 13 | Evidence abilities to critically evaluate complex current issues, relating to a specific topic area in health and social care. |
| 14 | Demonstrate critical understanding of state and/or private sector intervention and its impact on clients, professionals and/or society as a whole. |
| 15 | Demonstrate advanced analytical and critical skills to carry out sustained, holistic and reflexive reports, including the use of digital technologies. |
| 16 | Present advanced knowledge and understanding of ethical issues and values such as: societal responsibilities; environmental impact; sustainability; and globalisation in the context of health and social care studies. |

12. Programme Requirements

There are optional modules on this programme in year 2.

Regardless of which option students choose, all PLOs will be assessed.

Level 4:

In order to complete this programme a student must successfully complete all the following CORE modules (totalling 120 credits):

| Module Code | Module Name | Credit Value | PLO(s) assessed |
|-------------|--|--------------|-----------------|
| SCH100 | Supporting Academic Transitions in Higher Education | 30 | 6 |
| HSC103 | Foundations of Policy, Practice and Inequalities in Health and Wellbeing | 30 | 2, 3, 4 |
| HSC107 | The Whole Person: Biopsychosocial Perspectives in Health and Social Care | 30 | 1, 2, 6 |
| HSC108 | Safeguarding Vulnerability: Protecting Ourselves and Others | 30 | 2, 3, 5, 6 |

Level 5:

In order to complete this programme a student must successfully complete all the following CORE modules (totalling 90 credits):

| Module Code | Module Name | Credit Value | PLO(s) assessed |
|-------------|--|--------------|-----------------|
| SCH201 | Community Engagement: Students and Communities – partners for progress | 30 | 7, 9, 10, 11 |
| HSC208 | Becoming a Researcher in Health and Social Care | 30 | 7, 8, 10, 11 |
| HSC211 | Challenging Lifestyle Killers and Inequalities in Health | 30 | 7, 10, 11 |

In order to complete this programme a student must successfully complete one Option module totalling 30 credits: Option modules available on this programme are as below:

| Module Code | Module Name | Credit Value | PLO(s) assessed |
|-------------|---|--------------|-----------------|
| HSC209 | Communication and Counselling Skills | 30 | 7, 9, 10, 11 |
| HSC210 | Health and Wellbeing across the Life Course | 30 | 7, 10, 11 |

Level 6:

In order to complete this programme a student must successfully complete all the following CORE modules (totalling 120 credits):

| Module Code | Module Name | Credit Value | PLO(s) assessed |
|-------------|---|--------------|--------------------|
| HSC311 | Contemporary Issues in Health and Social Care: Challenges and Responses | 30 | 12, 14, 15, 16, 17 |
| HSC312 | Being a Social Researcher in Health and Social Care | 30 | 13, 14, 16, 17 |
| HSC313 | The Unheard Voice: Challenging Biomedicine | 30 | 12, 14, 15, 17 |
| HSC314 | Social Justice in Action: Community Level Interventions | 30 | 12, 14, 15, 16, 17 |

13. Employability

The programme contributes to the development of the following graduate attributes which are integrated into teaching, learning and assessment. (Please refer to [Integrated Curriculum Design Framework](#) when completing this section.)

Graduates will have professional capabilities and behaviours and can maximise their potential and make informed study and career choices.

Graduates will be adaptable to change, with the capability to innovate and problem solve, develop during their career and show personal resilience.

Graduates will be engaged: able to work effectively with peers, colleagues and clients, and contribute positively to communities and the economy through work and practice.

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| Professional | <p>Throughout the programme students are encouraged to conduct themselves in a professional manner.</p> <p>Links between theory, policy, research, and application of these in practice can be found at all levels of the course. The teaching and learning content builds students competencies at each level of their degree, by ensuring that they are aware of how their learning directly relates to issues in the work environment, e.g. HSC108, HSC209, HSC211</p> |
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| | <p>The Student First Curriculum is designed to be career-focused and professions-facing. Students could experience practical simulations and employer-based projects, with at least one placement experience in the course. Students have the opportunity to gain recognition for volunteering through the Sunderland Professional Award scheme.</p> <p>Students will join a community through involvement with the Students' Union and student roles at the University.</p> <p>We work closely with the Student Union and Student Voice so that student representation through volunteer course reps develops a collaborative partnership between staff and students.</p> <p>The programme works closely with the Centre for Graduate Prospects to draw on their knowledge and to embed employability in the curriculum.</p> |
| Adaptable | <p>Starting university life can be an unsettling time for students and it can take time to adapt. The personal tutoring and PAD system, provide mechanisms to enable staff to identify if a student is struggling to adapt. The extended teaching and learning contact time, allows staff to establish more innovative to building positive relationships and dialogue with students that empowers them building resilience to change. Completing their degree can also be an unsettling time that students find hard to adapt to, thus the programme provides interaction at level six with guidance and support students in taking their next steps.</p> <p>Integrated in the programme are authentic assessments which allow the student to demonstrate problem solving and innovation, e.g. HSC311, HSC314.</p> |
| Engaged | <p>The Social Sciences department have an established history of developing opportunities, outside of the structured timetable is a range of activities e.g. research projects, student ambassadors, volunteering. Given the focus of our curriculum e.g., social justice, inequality, poor outcomes in health, students are encouraged to actively engage in understanding issues locally, nationally, and globally. Given our ever-growing relationship with external private, public and third sector organisations, students are encouraged to engage in as many</p> |

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| | <p>opportunities they can e.g., community projects, research projects, study abroad, Students Union and placements, e.g. in SCH201 students make a positive contribution to society through community engagement, and in HSC311 and HSC314.</p> <p>Student engagement is of crucial importance to retention and attainment, so our course offers active and participatory learning, diverse assessment and personalised academic support.</p> |
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14. 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 (eg an optional field trip) or essential (eg 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. Please note for Apprenticeships, there should be no additional costs to students.

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| No, but all students buy some study materials such as books and provide their own basic study materials | X |
| 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) | |

15. 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 | Nov 2023 | Revalidation | Liz Cunningham |
| V2 | Document changed | Sep 2024 | Minor Modification | Liz Cunningham |
| V3 | Document changed | Aug 2025 | Award name change | Cally Bleasby |
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| Version number: | 3 | Template owner: | Quality Support |
| Date reviewed: | Nov-22 | Date of next review: | Nov-27 |