

PROGRAMME SPECIFICATION - Health Sciences

This document applies to students who commence the programme in 2016/17

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester St. Michael's Hospice, Hereford St. Richard's Hospice, Worcester. Gloucestershire NHS Foundation Trust |
| 3. | Programme accredited by | HESC3006 and HESC3006NC (no-credit) - Mentorship for Assessment in Practice - Nursing and Midwifery Council (NMC) HESC3020 – Non-Medical Prescribing – NMC HESC3021 - Independent Prescribing from the Community Practitioner Formulary – NMC HESC3050 – Return to Nursing Practice – NMC |
| 4. | Final award | BSc (Hons) University Advanced Diploma |
| 5. | Programme title | Health Sciences |
| 6. | Pathways available | <p>The Health Sciences programme offers a portfolio of both 20 credit and 40 credit modules. These may be completed independently, or together with other specified modules to complete a named Level 6 award. The awards are listed below, and detailed Award Maps are appended to this Programme Specification.</p> <p>BSc (Hons) Health Sciences BSc Health Sciences University Advanced Diploma Mentorship University Advanced Diploma Tissue Viability University Advanced Diploma Non-Medical Independent and Supplementary Prescribing University Advanced Diploma Health Assessment University Advanced Diploma Minor Illness/Minor Injury University Advanced Diploma Care of the Acutely Unwell or Injured Patient University Advanced Diploma Return to Nursing Practice University Advanced Diploma Palliative Care University Advanced Diploma Chemotherapy University Advanced Diploma Nutrition and Health University Advanced Diploma Dementia Care University Advanced Diploma Practice Learning</p> |
| 7. | Mode and/or site of delivery | At the University of Worcester and on partner sites |
| 8. | Mode of attendance | Full time and part time Modules are offered through a variety of approaches: for example blended learning and taught sessions. |
| 9. | UCAS Code | B990/AHS |

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| 10. | Subject Benchmark statement and/or professional body statement | There is no definitive benchmark statement for standards in a professionally orientated BSc (Hons) Health Sciences “top-up” degree. Please refer to Section 16 for details of key sources. |
| 11. | Date of Programme Specification preparation/ revision | January 2015, Optional Modules & Aims amended December 2015 April 2016 IQC, new modules added (HESC3505 and HESC3506) HESC3006NC added May 16 HESC3007 module title revised December 16 |

12. Educational aims of the programme

This programme will be relevant to any health care professional who wishes to develop their existing practice to achieve a Top up degree/graduate profile or to further enhance their academic and professional skills profile by completing a University Advanced Diploma. The programme has been designed for practitioners of health and social care to develop their professional roles through a range of current issues related to healthcare today. The programme contains two optional modules designed to enable students to acquire the academic skills necessary for entry to Higher Education. These are offered at both level 4 and level 5.

This programme aims to equip students with a range of generic and (where appropriate) practice specific skills. On successful completion of the course, students will be able to:

Generic

- demonstrate systematic understanding of key aspects of a specialist field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the subject under consideration;
- deploy accurately established techniques of analysis and enquiry within the field of health sciences;
- devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the subject area;
- use information and communications technology to enhance verbal and written presentations, and to facilitate relevant information retrieval;
- describe and comment upon particular aspects of current research, or equivalent advanced scholarship, within health sciences;
- appreciate the uncertainty, ambiguity and limits of knowledge;
- learn independently, monitor and evaluate own personal development planning needs, and identify appropriate problem-solving strategies;
- undertake the learning needed to undertake appropriate further training of a professional or equivalent nature;
- make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to health sciences);
- apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects;

- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- exercise initiative and personal responsibilities;
- make decisions in complex and unpredictable contexts.

Practice focused:

- contribute proactively to the aims and organisation of a team;
- where appropriate, effectively engage in inter-professional and multi-agency approaches to health and social care;
- recognise professional scope of practice and make referrals where appropriate;
- work, where appropriate, with other health and social care professionals and support staff and patients/clients/carers to maximise health outcomes;
- demonstrate self-awareness and confidence in skills transferable to the workplace and the ability to articulate these to a particular employer;
- appropriately respond to equal opportunities and diversity issues in context;
- promote the principles of person centred care, upholding the right to individual autonomy;
- understand and work within the complex legal, ethical and professional regulatory framework governing contemporary health and social care;
- uphold the principles and practice of clinical governance.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

On successful completion of the course, students will be able to:

1. Critically analyse professional roles in health and reflect on current evidence based practice.
2. Debate and critically analyse the importance of governance and ethics in professional practice.

Examples of learning, teaching and assessment methods used: will include classroom based teaching, reflective writing, e-learning, problem and enquiry based learning, group work and debate and self-directed learning.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

3. Articulate the influence and impact that legal and political agendas have on health care.
4. Critically reflect on professional practice, professional judgements and decision making.

5. Embrace the need for continuing professional development to facilitate high quality care and ensure public protection.

Examples of learning, teaching and assessment methods used: will include classroom based teaching, reflective writing, e-learning, problem and enquiry based learning, group work and debate and self-directed learning.

Practical skills relevant to employment:

On successful completion of the course, students will be able to

6. Critically evaluate both the imperative for, and the efficacy of provision of person-centred care.
7. Value and enhance the skills of a multi professional team to facilitate collaborative partnerships that nurture health care workers.
8. Demonstrate a critical application of a wide knowledge base which generates new insight and enhances professional practice.
9. Demonstrate the value of service user involvement in the development and impact of health care delivery.

Examples of learning, teaching and assessment methods used: Objective Structured Clinical Examinations, problem based learning, case scenarios, storyboarding and critical conversations.

Transferable/key skills:

On successful completion of the course, students will be able to

10. Reflect on and in action, the communication skills required to develop the professional role as a leader and facilitator of professional practice.
11. Critically appraise the evidence base relevant to professional practice and demonstrate the potential impact on care delivery.

Examples of learning, teaching and assessment methods used: peer learning, critical discussion, portfolio development classroom teaching, on-line learning environment and group forum.

14. Assessment Strategy

The programme team are committed to providing a quality student centred learning experience and employ a wide range of creative and innovative strategies to facilitate the development of safe, accountable and autonomous practitioners of evidence based contemporary healthcare.

The assessments have been designed to challenge students to critically analyse, debate and reflect on professionalism in practice and to develop as an academic.

Each module will specify the manner in which achievement of the learning outcomes will be assessed. While innovation and creativity of assessments is encouraged, this is within the context of a defined range of assessment strategies providing students with opportunities to master the skills of assessment

- Report writing
- Case studies
- Essays
- Group and individual presentations
- OSCE
- Written examinations
- Portfolio of evidence
- Completion of clinical competencies
- Debate.

The assessments are aligned to the learning and teaching strategies adopted by each module, and actively support student learning and development by demonstrating achievement of the learning outcomes specified for that module.

Given the diverse range of modules offered within the programme it is very important not only to ensure that a consistent approach to assessment has been taken across the programme, but that assessment loading is compliant with the “Guidance on module summative assessment loadings” included within the UW [Assessment Policy](#). A review of summative assessments offered across the Health Sciences programme has therefore been performed to ensure that assessments are not only in accordance with the UW Assessment Policy; Professional and Regulatory Body and QAA requirements, but that they are fair, consistent and balanced across the programme. Please refer to the Programme Handbook for a table detailing the range of assessment items used within Health Sciences by module, and the relative weightings of each assessment item.

The Health Sciences team endeavour to ensure that the link between assessment items and demonstration of fulfilment of module learning outcomes is clearly defined. This is outlined not only in the Module Specification, but within the individual Module Handbook. For a comprehensive assignment brief is provided for all summative assessment items. This will contain explicit assessment criteria which are aligned to the module learning outcomes. There may be more than one assessment per module and each module guide will explain how these are weighted and whether compensation between assessments is permissible. The assignment brief will clearly indicate to students what they need to do to complete the assessment successfully. They will be helped further by the provision of the Health Sciences marking criteria. The marking criteria have been developed in consultation with a range of academic staff, students, partners in practise and service users with the intention of clearly benchmarking the criteria against UW grade descriptors.

A number of Health Sciences modules or courses are subject to the requirements of Professional Regulatory Bodies (PSRB) such as the Nursing and Midwifery Council (NMC) and the Health Care Professions Council (HCPC). These may relate to the status of the student on admission to the module or course (for example the necessity for registration with the relevant PSRB, or possession of a Disclosure and Barring Service Certificate), and are detailed both within the individual Module Specification, and Award Map for each course. Other specific requirements will relate to

demonstration of achievement of learning outcomes and these will be detailed within the Module Specification, the assignment brief and the Module Handbook.

Formative assessment

Whilst academic credit will be awarded on the basis of summative assessment outcomes, the Health Sciences team believe that formative assessment is an important feature across the programme, and that it has a fundamental role to play in student learning and development. Formative assessment provides students with regular feedback on their progress, and allows them to self-assess their achievement. Furthermore, it is aligned to summative assessments, which has been found to increase student confidence in achieving the modular learning outcomes. A range of formative strategies are utilised including self-directed, e-learning and in-class activities.

Formative assessment is an important part of the developmental process, with which all students are strongly advised to engage. However, this need assumes further significance for those registered for an individual module or short award for whom opportunities for academic development may be more limited than for those undertaking the BSc (Hons) Health Sciences/BSc Health Sciences.

15. Programme structures and requirements

The BSc (Hons) Health Sciences degree

The BSc (Hons) Health Sciences top up degree can be undertaken as a full time (one year) or part time option over a period of up to four years. The award requires the completion of 120 level 6 credits; 80 credits of which are mandatory:

The Philosophy of Healthcare (HESC3003) (20 credits)
 Research Methods (HESC3004) (20 credits)
 Independent Study (HESC3001/2) (40 credits)

The remaining 40 credits can be taken from the following Optional modules:

HESC3005 - Mentorship for Paramedic Practice (20 credits)
 HESC3006 – Mentorship for Assessment in Practice (20 credits)
 HESC3007 – Principles of Law for Health and Social Care (20 credits)
 HESC3008 - Leading for Enhanced Service Delivery (20 credits)
 HESC3009 - Negotiated Learning (20 credits)
 HESC3010 - Leg Ulcer Management (20 credits)
 HESC3011 - Tissue Viability – Aspects of Wound Management (20 credits)
 HESC3020 - Non-Medical Prescribing (40 credits)
 HESC3021 - Independent Prescribing from the Community Practitioner Formulary (20 credits)
 HESC3040 - Holistic Health Assessment (40 credits)
 HESC3042 - Minor Illness (20 credits)
 HESC3043 - Minor Injury (20 credits)
 HESC3044 - Care of the Acutely Unwell or Injured Patient (Adult) or (Child) (delivered by Gloucestershire NHS Foundation Trust) (40 credits)
 HESC3050 – Return to Nursing Practice (40 credits)

HESC3086 - Caring for People Receiving Chemotherapy (delivered at the Gloucestershire Oncology Centre, Cheltenham General Hospital) (20 credits)
 HESC3089 - Evidence-based palliative and end of life care-principles and practice (delivered at St. Michael's Hospice, Hereford and St. Richard's Hospice, Worcester) (20 credits)
 HESC3090 - Nutrition and Health (20 credits)
 HESC3110 - Care of a Person with Dementia in an Acute Care Setting (20 credits)
 HESC3111- Dementia Care in a Community Setting (20 credits)
 HESC3501 - Practice Education combined stages 1 & 2 (40 credits)
 HESC3505 - Assessed & Supported Year in Employment - Part 1 (20 credits)
 HESC3506 - Assessed & Supported Year in Employment - Part 2 (20 credits)

Students who wish to exit without taking the Independent Study module, and/or one or more optional modules, will be eligible for a BSc Health Sciences, provided they have successfully completed 60 credits including HESC3003 and HESC3004.

The Award Map for BSc (Hons) Health Sciences is at Appendix 1

University Advanced Diploma

The Award of a University Advanced Diploma (UAD) requires the completion of 40 credits at level 6 within two years.

The Award Maps for the following UAD`s are given below:

University Advanced Diploma Mentorship
 University Advanced Diploma Tissue Viability
 University Advanced Diploma Non-Medical Independent and Supplementary Prescribing
 University Advanced Diploma Health Assessment
 University Advanced Diploma Minor Illness/Minor Injury
 University Advanced Diploma Care of the Acutely Unwell or Injured Patient
 University Advanced Diploma Return to Nursing Practice
 University Advanced Diploma Palliative Care
 University Advanced Diploma Chemotherapy
 University Advanced Diploma Nutrition and Health
 University Advanced Diploma Dementia Care
 University Advanced Diploma Practice Learning

The Award Maps for University Advanced Diplomas are at Appendix 2

Health sciences optional modules

The programme contains two optional modules designed to enable students to acquire the academic skills necessary for entry to Higher Education. These are offered at both level 4:

HESC1001 – Foundations of Academic Skills for Health and Social Care

And level 5 module:

HESC2001 - Developing Academic skills for Professional Practice

The programme also offers the optional level 5 module to meet the needs of paramedic mentors in practice:

HESC2005 - Mentorship for Paramedic Practice

16. QAA and Professional Academic Standards and Quality

The programme meets the requirements of the Framework for Higher Education (FHEQ) in respect of Level 6 qualifications. The awards within this programme are located at Level 6 of the FHEQ. In addition, this programme also meets the requirements of the Nursing and Midwifery Council Standards to Support Learning and Assessment in Practice (2008) (HESC3006; HESC3006NC); the College of Social Work's Practice Educator Professional Standards (2012) (HESC3501); the Department of Health (2005) and the NMC Standards of Proficiency for Nurse and Midwife Prescribers (2006) (HESC3020 and HESC3021) and the Health and Care Professions Council Standards of Education and Training Guidance (2012) (HESC2005 and HESC3005). They are also mapped to the NHS Knowledge and Skills Framework for Health (DOH 2004).

17. Support for students

The Health Sciences team are committed to the support of students across the programme, but recognises that the range of study options being pursued by Health Sciences students are diverse. Whilst some students may register to complete a single, stand-alone module over one semester, others will register to study the full honours degree course part-time over a period of up to four years. With these differences in mind, the programme team have tailored the academic support offered to students to best suit their needs.

Students completing individual modules or a University Advanced Diploma (UAD)

In recognition of the often limited direct contact students undertaking individual modules or UADs will have with the University, the Health Sciences team believes that the most appropriate source of support for these students will be the leader of the module currently being undertaken. This member of the academic team will be the student's first source of contact for any academic development needs they may have. In addition to the student pro-actively identifying their own support needs, the module leader will use the formative assessment process as an additional means of identifying those students requiring additional academic support. The student will be expected to take responsibility for their own personal development, and actively engage with the development plan written in partnership with the module lead.

Students completing the BSc (Hons) Health Sciences and the BSc Health Sciences

All students registered for the BSc (Hons)/BSc Health Sciences degrees will be allocated a Personal [Academic Tutor](#) from within the Health Sciences teaching team. Although students are generally advised to maintain regular contact with their personal academic tutor, they are required to arrange a face-to-face tutorial with their personal academic tutor within the first four weeks of starting their first module, and then one

individual face-to-face personal academic tutorial during the course of each module taken as part of the BSc (Hons)/BSc Health Sciences degrees.

In addition to supporting the student's academic development, the personal academic tutor may also act as the student's first contact point for any other difficulties they may be experiencing during their time as a student. Not only will the personal academic tutor help the student make the transition into Higher Education, but they will also help the student to understand how the BSc (Hons)/BSc Health Sciences degrees' approach learning, skills development and assessment.

The academic tutor will work with the student to help them develop the skills necessary to be able to reflect on their progress, identify their learning needs and develop useful study strategies. They will work to ensure that the student gets the most out of the learning resources and mechanisms for support that are available.

Additional sources of student support

Academic:

Whilst the Personal [Academic Tutoring Arrangements](#) will be the student's first point of contact for support with developing academic skills, it may also be useful for them to access some of the additional support the University provides for all its students. This includes a diverse range of [study skill support](#) including maths support, a writer in residence, online support for students returning to study, referencing and support for international students including the language unit, which will provide support for written work where the student's first language is not English.

Developing effective study skills is an essential element in achieving academic success. [Study skills advice sheets](#) have been developed to assist students to plan and carry out coursework, assessments and examinations. There are also a range of free [study skills workshops](#), open to all students on a self-referral basis on a range of topics including exam advice and essay writing. Academic support is also offered by the [Disability and dyslexia service](#).

Non-academic:

If the student experiences difficulties during their time at the University which fall beyond the scope of their role, the personal academic tutor will direct the student to further, appropriate sources of information and support. A full range of non-academic support is available from the university's [student services](#), and includes guidance on healthy living and well-being; coping with exam stress and personal safety (please see below for further details). [Student services](#) also provide information about a range of resources such as:

- [Careers and employability service](#)
- [Chaplaincy](#)
- [Counselling and mental health advice and support](#)
- [Disability and dyslexia service](#)
- [Support with accommodation](#)
- [Student well-being centre](#)
- [Childcare](#)
- [Welfare and financial advice](#)

The personal academic tutor will also be responsible for writing the student's academic reference on their completing the course of study.

Work based learning

Within some University Advanced Diplomas and / or modules there is a requirement for students spend time within a work or practice placement. Students will be supported by their module lead and the [University's Work Based Learning Support Team](#). Further details of practice learning support are available in the programme handbook and specific module outlines.

Additional course information

All students are provided with a comprehensive programme handbook. Module outlines and assessment briefs/ guidelines are provided for all modules of study and assessments.

All students have access to a personal SOLE page, with a single sign-on to an email account, learning support, course information, life support, recreation and living. This includes links to Blackboard where there are dedicated pages for each module. These are the main ways in which staff and students communicate with each other.

A wide range of information and learning services are available to students including e-learning platforms including Blackboard and Pebble Pad. Additionally, students have access to IT, Media and library resources, including a dedicated subject librarian for health.

18. Admissions

Admissions Policy

Admission to any course of study within the Health Sciences programme (including the BSc (Hons) Health Sciences, University Advanced Diplomas and individual modules) is via the University of Worcester Registry Services. Both full and part-time students may download application forms from the [University of Worcester website](#) or by contacting Registry Services. Entry to courses of study within the Health Sciences programme is governed by [The University of Worcester Admissions Policy](#).

Other than HESC3050 – Return to Nursing Practice, the Health Sciences programme is open to all prospective students both from the United Kingdom and from overseas. The programme will be of interest to practitioners of health and social care and the allied health professions, lay care workers and those with a general interest in healthcare. The programme team would be pleased to consider enquiries from anyone who is interested in studying at the University of Worcester, regardless of their age, academic history or professional background. That being said, prospective students should consider the following information relating to entry requirements.

Entry requirements

Because of the practical nature of some Health Sciences modules, some have practice related entry requirements. In addition, some modules/awards may require specific entry criteria if they are associated with awards from a regulatory body e.g. a nursing, midwifery or allied health professional qualification with a current Personal Identification Number. Students should refer to the detailed module/pathway information that is contained within the Award Maps appended to this Programme Specification to ensure that they satisfy all entry criteria before applying for admission to a module/award pathway.

Level 4 entry

The following entry requirements apply: 5 GCSEs at Grade C or above, which must normally include English language and mathematics, equivalencies will be considered where appropriate including IELTS at a score of 7.0 or above, plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course will be as per the BSc (Hons) Nursing (Adult, Children's or Mental Health), which are published in the prospectus for this course. www.ucas.com.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for Recognition of Prior Learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

Level 5 entry

Students wishing to register for one of the two level 5 modules offered within the Health Sciences programme must show evidence that they have gained 120 credits at Level 4. Students who do not have the required Level 4 credits may contact Registry Services to apply for [Recognition of Prior Learning \(RPL\)](#) or [Recognition of Prior Experiential Learning \(RPEL\)](#) (please see below for further details).

Level 6 entry

Prior to commencing a Health Sciences individual module or award at level 6, the student must show evidence that they have gained 120 credits at level 4 and 120 credits at level 5 in a health sciences related subject area. This is also equivalent to a Foundation Degree or relevant Diploma qualification. Students who do not have the required level 5 points may contact Registry Services to apply for [Recognition of Prior Learning \(RPL\)](#) or [Recognition of Prior Experiential Learning \(RPEL\)](#) (please see below for further details). Students can also discuss this with the programme leader.

Given that Health Sciences offers a range of individual modules, short awards and degrees, it is very important that potential students consider their options very carefully before making their application for an individual module, short award or degree. Particular points for considerations are that:

It will not be possible for students to register for a University Advanced Diploma after they have registered for an individual module. This is because under RP(E)L rules for the Health Sciences programme (information about this process is given below), there can be no transfer of credit (either [RPL](#) or [RPEL](#)) into short awards which carry 40 credits or less.

A student registered for an individual module (or UAD) may subsequently decide to register for a BSc (Hons) Health Sciences degree. Whilst students are strongly encouraged to carefully consider their award options before registering for the individual module, they may apply for [Recognition of Prior Learning \(RPL\)](#) of up to 40 credits, for level 6 modules awarded in the two years prior to registration. This will not affect any requirement to complete mandatory modules. Credits obtained from organisations outside the University of Worcester will be considered in accordance with the [RP\(E\)L](#) process detailed below.

Students may not apply for direct entry to the BSc Health Sciences. This award is intended for use only as an "exit award", available only to students who have

registered, and started work on the BSc (Hons) Health Sciences degree, but are unable to complete the mandatory Independent Study and optional credits to make up the 120 level 6 credits required for the degree. If they have achieved 60 credits at level 6, they may opt to “exit” with a non-honours BSc Health Sciences.

Recognition of Prior Learning (RPL)

Details of the policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905) 855111)

Further information of Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

International Students

International students must hold:

- A qualification equivalent to a UK Diploma worth 240 credits: 120 credits at level 4 and 120 credits at level 5.
- If English is not the first language students are required to achieve IELTS 6.0 or equivalency according to the University’s admission criteria. In addition, students may be required to undertake the module “English for Specific Purposes – Health and Social Care” during the University Induction period. This module has already been validated as part of the International Foundation Diploma.

Students should also refer to the Award Maps appended to this Programme Specification to check for any additional practice requirements for the module and/or award for which they seek entry.

Admissions procedures

Both full-time and part-time applicants should apply directly to University of Worcester.

Selection process

Applicants are assessed on their academic, and where applicable - professional eligibility to access the programme. Applications will be considered against set criteria for the programme which include both academic and professional requirements:

- Applicant meets/working towards academic entry requirements
- Personal statement
- Coherent and logical expression of ideas
- Reference
- Criminal cautions/convictions (where applicable)

Applicants for modules and University Advanced Diplomas who meet the criteria for admission may be invited to attend for an interview with the programme lead or their representative. All applicants for the BSc (Hons) Health Sciences will be invited for interview. Where an applicant is unsuccessful at interview they be offered written ‘feedback’ against individual performance and interview outcome. In some instances,

potential students may be advised to reapply at a later date or to seek further education. Those undertaking either of the mentorship module (HESC3006 or HESC3006NC) and V300 – Non-Medical Prescribing (HESC3020) and V150 – Prescribing from the Community Formulary (HESC3021) will be required to have an up to date Disclosure Barring Service (DBS) certificate. In addition, some University Advanced Diplomas, notably Return to Nursing Practice also require assurance that the student is of good health. This is determined either through the employer occupational health provider or an occupational health assessment, which is currently provided by an independent supplier and subject to individual assessment may necessitate students undergoing a programme of immunisations to ensure the student remains safe whilst completing clinical placement.

All applicants for the BSc (Hons) Health Sciences will be required to provide suitable references, and undergo an interview with the programme lead or their representative.

19. Methods for evaluating and improving the quality and standards of teaching and learning

- All modules are subject to module evaluation which includes an action plan to address any issues identified by student, module leaders or others contributing to the module.
- The programme leader presents the overall evaluation of the programme through the Programme Annual Evaluation Report which is presented at the Institute's Quality Committee.
- Individual module leaders will upload any changes as a result of student evaluation onto relevant module Blackboard VLE.
- A sample of all assessments are sent to the external Examiner and a post board moderation committee is held to address, consider and manage any identified issues.
- A practice placement panel, convened by the Programme Team moderates a selection of Assessment of Practice Learning documents each semester and reviews all practice fails to ensure practice-based learning principles have been applied.
- The programme team are actively involved in staff development activities to enhance the learning and teaching experiences of the students on this programme.
- Scholarly activity is actively encouraged to enhance the learning and teaching experience for students with an emphasis on research activity, conference presentation and writing for publication and doctoral level study.
- Peer learning provides an opportunity for staff to receive feedback on their approaches to learning and teaching and can be used to further develop.
- Some modules and University Advanced Diplomas e.g. mentoring, non-medical prescribing are subject to Annual self-assessment monitoring and / or annual monitoring by the NMC and HCPC
- A student academic representative (StAR) is provided with training for the role by the Student Union
- Course management committee meetings every semester, facilitated by the programme lead involving StAR's, academic and practice team members to allow ongoing monitoring and evaluation of the programme

- Quality Steering Group oversee the quality aspects of the provision, including evaluations of theory and practice experiences and recruitment and retention issues
- Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Institute Quality Committee
- Institute of Health and Society student forum
- Staff can also apply for monies to facilitate the completion of Learning and Teaching Projects e.g. Students as Academic Partner (SAP) projects and through the Institute's Learning and Teaching Committee.
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA
- Several members of the academic team are external examiners and one member of the academic unit is an NMC reviewer.

20. Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#)

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module)

Requirements for Awards

| Award | Requirement |
|---|--|
| University Advanced Diploma | Passed a minimum of 30 credits at Level 6 |
| Degree (non-honours) BSc Health Sciences | Passed a minimum of 60 credits at Level 6 |
| Degree with honours | Passed a minimum of 120 credits at Level 6 |

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| BSc (Hons) Health Sciences | |
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Classification

Honours classification will be determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see Section 17 of the [Taught Courses Regulatory Framework](#)

21. Indicators of quality and standards

The teaching team

The Health Sciences Programme is delivered by a [team of experienced lecturing staff](#). The majority of the team are registered Nursing and Midwifery Council teachers, and many are also Fellows of the Higher Education Authority. The award of a [University of Worcester Learning and Teaching Fellowship](#) is made in recognition of excellence in this area, and there are two Fellows within the Health Sciences team from a total of twenty six across the University. The majority of the Health Sciences lecturers are research active and are recognised experts in their field. Team members regularly contribute to academic and professional peer reviewed journals, and present at local, national and international conferences. A number have submitted to the Research Excellence Framework. All clinically focused modules are led by experienced clinicians registered with the relevant Professional Regulatory Body, and are delivered in collaboration with practice colleagues.

The programme

The Health Sciences programme was developed in partnership with students, service users and practice partners to ensure that it is not only up-to-date, but satisfies the complex needs of service users, students, and their patients' employers. Development of the programme was informed by the Annual Evaluation Reports of preceding provision (Professional Development for Health Sciences and the BSc (Hons) Health Sciences), and addresses action points identified within these Reports.

The University

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

External Examiners reports

Previous external Examiners' annual reports reflect the positive and constructive relationships between the programme teams and their external examiners. The programme teams have been grateful for the prompt, detailed and constructive feedback they have received from External Examiners throughout the academic year, through interim assessment reports, meetings at examination boards, and a range of other communications where advice has been sought regarding course developments

(both proposed and already in progress). In turn, the teams have been pleased to note recognition from the external examiners that not only had their support for the external examiners' work been "excellent" but that the feedback received from the programme teams had been timely, appropriate, comprehensive and well-considered. The external examiners also noted that assessment processes are robust, yet supportive of student needs. Students have been given detailed and informative feedback on their work, including feed forward on how future submissions might be further enhanced. Also of note is the recognition that external examiners have given to the involvement of both service users and their carers in the assessment process. External examiners have been involved from the early development stages of this programme.

Working with Practice Partners

The Institute of Health and Society has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC, Health Education West Midlands and external examiner reports. Practice partners and Service Users/ Carers through IMPACT, which facilitates user and carer involvement in course development and delivery, have been involved in the development of this new BSc (Hons) Health Sciences

22. Graduate destinations, employability and links with employers

The Health Sciences programme was developed to fulfil the CPD needs of students working within a range of health and social care professions, including nurses, paramedics, dental practitioners, occupational therapists and podiatrists. The programme also addresses the needs of students from the work based foundation degree programmes and the international market. Student needs are therefore diverse, and range from a requirement for development of clinically focused skills, to achieving a graduate profile in line with the [NHS Constitution \(2013\)](#). The Health Sciences course was therefore designed not only to promote professionalism in practice, but to facilitate quality improvement and raising standards of care, allied with a strong focus on equality and diversity.

The majority of students accessing this programme will already be in employment and upon graduation will have enhanced employability, and will well equipped further develop their professional responsibilities. In addition to progressing their professional role, University of Worcester Health Sciences graduates will be motivated to achieve higher academic qualifications. They may take advantage of a range of available options at the University of Worcester, from Masters degrees (including the [MSc Advancing Practice](#) and the [MSc Public Health](#)) through to doctoral level study (including [PhD](#) and the [Professional Doctorate](#)).

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 the module outlines and the Course Handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#)

Appendix 1 – Award Map BSc (Hons) Health Sciences

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|---|
| Course Title: BSc (Hons) Health Sciences – Year of entry 2016/17 |
|---|

| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
|-----------------------|---|-----------------------------|---|-------------------------------|
| HESC3001/ HESC3002 | Independent Study | 40 | M | None |
| HESC3003 | The Philosophy of Healthcare | 20 | M | None |
| HESC3004 | Research Methods | 20 | M | None |
| HESC3005 | Mentorship for Paramedic Practice | 20 | O | Not with HESC3006 or HESC3501 |
| HESC3006 | Mentorship for Assessment in Practice | 20 | O | Not with HESC3005 or HESC3501 |
| HESC3007 | Principles of Law for Health and Social Care | 20 | O | None |
| HESC3008 | Leading for Enhanced Service Delivery | 20 | O | None |
| HESC3009 | Negotiated Learning | 20 | O | None |
| HESC3010 | Leg Ulcer Management | 20 | O | None |
| HESC3011 | Tissue Viability – Aspects of Wound Management | 20 | O | None |
| HESC3020 | Non-Medical Prescribing | 40 | O | Not with HESC3021 |
| HESC3021 | Independent Prescribing from the Community Practitioner Formulary | 20 | O | Not with HESC3020 |
| HESC3040 | Holistic Health Assessment | 40 | O | None |
| HESC3042 | Minor Illness | 20 | O | None |

| | | | | |
|----------|--|----|---|-------------------------------|
| HESC3043 | Minor Injury | 20 | O | None |
| HESC3044 | Care of the Acutely Unwell or Injured Patient (Adult) or (Child) (delivered by Gloucestershire NHS Foundation Trust) | 40 | O | None |
| HESC3050 | Return to Nursing Practice | 40 | O | None |
| HESC3086 | Caring For People Receiving Chemotherapy (delivered at the Gloucestershire Oncology Centre, Cheltenham General Hospital) | 20 | O | None |
| HESC3089 | Evidence-based palliative and end of life care-principles and practice (delivered at St. Michael's Hospice, Hereford and St. Richard's Hospice, Worcester) | 20 | O | None |
| HESC3090 | Nutrition and Health | 20 | O | None |
| HESC3110 | Care of a Person With Dementia in an Acute Care Setting | 20 | O | None |
| HESC3111 | Dementia Care in a Community Setting | 20 | O | None |
| HESC3501 | Practice Education combined stages 1 & 2 | 40 | O | Not with HESC3005 or HESC3006 |

| | | | | |
|----------|--|----|---|------|
| HECS3505 | Assessed & Supported Year in Employment - Part 1 | 20 | O | None |
| HECS3506 | Assessed & Supported Year in Employment - Part 2 | 20 | O | None |

In order to be eligible for this award, students must successfully complete 120 credits.

Students who wish to exit without taking the Independent Study module, and/or one or more optional modules, will be eligible for a BSc Health Sciences, provided they have successfully completed 60 credits including HESC3003 and HESC3004

Individual modules may have their own specific admission criteria, and these are detailed below:

HESC3005 - In order to fulfil the learning outcomes for this module, students will be required to assess a learner in practice. This must take place within the student's own clinical environment. This will evidence a progression from the formative assessments undertaken. Students are responsible for finding a qualified mentor within their working environment who will be responsible for supporting them through both the formative and summative practice based assessments.

HESC3006 - Students must:

1. Meet the criteria for mentorship issued by their own professional body e.g. for nurses, NMC Standards to Support Learning and Assessment in Practice 2008, pg 18, section 2.1.1.
2. Be working in an area with access to students undertaking assessment.
3. Have access to an identified supervisor.
4. Have evidence of diploma equivalency/or recent level 5 study

HESC3020 - The requirements for entrance onto the Non-medical Prescribing programme are set by the Department of Health (2005) and the NMC Standards of Proficiency for nurse and midwife Prescribers (2006). Students must therefore meet the following criteria:

1. Be a registered nurse, Specialist Community Public Health Nurse or Midwife with the Nursing Midwifery Council; or a physiotherapist, podiatrist, chiropodist or radiographer whose name is held on the relevant part of the Health Professionals Council.
2. Have at least 3 years post registration experience and be deemed competent by their employer to undertake the programme. The year immediately preceding the application should be in the field in which there is intention to practice.
3. Part time workers must have practiced for a sufficient length of time to be deemed competent by their employer.
4. Evidence via the Recognition of Prior and Experiential Learning Process of the ability to study at a minimum level 6 (Honours level)
5. Be deemed as competent to undertake a history, clinical assessment and diagnosis for their scope of practice. Where a registrant has not completed a module in physical assessment and diagnostic skills, the employer is responsible for confirming competence.
6. Support from employing organisation to attend the course, gain access to a prescribing budget, undertake continued supervised practice and associated professional development activity.

7. Have a Designated Medical Practitioner who is willing to provide the student with supervision, support and the opportunity to develop competence in prescribing practice during the 12-day practice component of the course. This will be a Medical Practitioner who works alongside the student within their working environment.
8. Be able to produce a current Disclosure and Barring Service Check
9. Have completed the West Midland Confederation application form alongside the University of Worcester application form and met the eligibility criteria for this with completed signatures from the Trust Lead, Manager and Medical supervisor

HESC3021 - Students must meet the following criteria:

1. Current registration with: the Nursing and Midwifery Council (NMC).
2. Students must be deemed competent by their employer to undertake the programme and have worked in that area for a minimum of two years.
3. Evidence of level 6 study.
4. Support from employing organisation to attend the course, gain access to a prescribing budget, undertake continued supervised practice and associated professional development activity.
5. Written confirmation will be required from the following sources:
 - a. A mentor who is a practising community practitioner nurse prescriber and a mentor who has agreed supervision for the duration of the programme
 - b. The student's employer that the application is supported
 - c. The programme lead about the student's selection onto the preparation of prescribers programme
 - d. The employer must verify the applicant has been assessed as competent to take a history, undertake a clinical assessment and diagnose.
 - e. There is a clinical need to within the registrants role to justify prescribing
 - f. The applicant has sufficient knowledge to apply prescribing principles on the course to their own field of practice.
6. The applicant must be able to demonstrate appropriate numeracy skills.
7. Be able to produce a current Disclosure and Barring Service Check from their employer.

HESC3040 - Students must be a registered health professional

HESC3042 – Students will be required to provide evidence of formal Health Assessment Education e.g. PDHS3040, MSAP4020 or 5 day workshop in order to register for this module.

HESC3043 – Students will be required to provide evidence of formal Health Assessment Education e.g. PDHS3040, MSAP4020 or 5 day workshop in order to register for this module.

HESC3044 - This module has been designed for Registered Nurses working in an area which receives acutely unwell or injured adults or children. In order for the student to successfully complete this course, they must be practicing as a Registered Nurse within an acute care setting, It will not be possible to satisfy the learning objectives, nor to complete the module assessments if not engaged in the relevant practice.

HESC3050 – Not available to students with a current Registered Nurse qualification or those whose name has ever been removed from the NMC register.

HESC3089 – This module is aimed at registered healthcare professionals therefore students must be able to demonstrate ability to practise in healthcare discipline

HESC3086 - This module is available only to practicing Registered Nurses providing care for adult or paediatric service users receiving chemotherapy within Gloucestershire Hospitals Foundation NHS Trust and the Three Counties Cancer Network.

HESC3501 - In order to meet the learning outcomes candidates must have been qualified for at least 2 years and take full responsibility for a social work student on placement and also work with another student or social worker being assessed against the Professional Capabilities Framework (PCF). Students are required to also have identified an assessor (who is already at stage 2 of the Practice Educator Standards) who will be required to undertake 2 direct observations of the student teaching, supervising and assessing against the PCF.

Appendix 2 – Award Maps for the University Advanced Diplomas

| University Advanced Diploma Mentorship | | | | |
|--|---------------------------------------|---------------------|--|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3005 | Mentorship for Paramedic Practice | 20 | O | Not with HESC3006 |
| HESC3006 | Mentorship for Assessment in Practice | 20 | O | Not with HESC3005 |
| HESC3009 | Negotiated Learning | 20 | O | None |

In order to be eligible for the award, students must successfully complete two of the three modules.

HESC3005 – In order to fulfil the learning outcomes for this module, students will be required to assess a learner in practice. This must take place within the student's own clinical environment. This will evidence a progression from the formative assessments undertaken. Students are responsible for finding a qualified mentor within their working environment who will be responsible for supporting them through both the formative and summative practice based assessments.

HESC3006 - Students must:
Meet the criteria for mentorship issued by their own professional body e.g. for nurses, NMC Standards to Support Learning and Assessment in Practice 2008, pg 18, section 2.1.1.

1. Be working in an area with access to students undertaking assessment.
2. Have access to an identified supervisor.

Have evidence of diploma equivalency/or recent level 5 study.

| University Advanced Diploma Tissue Viability | | | | |
|--|--|---------------------|--|------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3010 | Leg Ulcer Management | 20 | O | None |
| HESC3011 | Tissue Viability – Aspects of Wound Management | 20 | O | None |
| HESC3009 | Negotiated Learning | 20 | O | None |

In order to be eligible for the award, students must successfully complete two of the three modules.

| University Advanced Diploma Non-Medical Independent and Supplementary Prescribing | | | | |
|--|-------------------------|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3020 | Non-Medical Prescribing | 40 | M | None |
| Practice related admissions criteria | | | | |
| <p>The requirements for entrance onto the Non-medical Prescribing programme are set by the Department of Health (2005) and the NMC Standards of Proficiency for Nurse and Midwife Prescribers (2006). Students must therefore meet the following criteria:</p> <ol style="list-style-type: none"> 1. Be a registered nurse, Specialist Community Public Health Nurse or Midwife with the Nursing Midwifery Council; or a physiotherapist, podiatrist, chiropodist or radiographer whose name is held on the relevant part of the Health Professionals Council. 2. Have at least 3 years post registration experience and be deemed competent by their employer to undertake the programme. The year immediately preceding the application should be in the field in which there is intention to practice. 3. Part time workers must have practiced for a sufficient length of time to be deemed competent by their employer. 4. Evidence via the Recognition of Prior and Experiential Learning Process of the ability to study at a minimum level 6 (Honours level) 5. Be deemed as competent to undertake a history, clinical assessment and diagnosis for their scope of practice. Where a registrant has not completed a module in physical assessment and diagnostic skills, the employer is responsible for confirming competence. 6. Support from employing organisation to attend the course, gain access to a prescribing budget, undertake continued supervised practice and associated professional development activity. 7. Have a Designated Medical Practitioner who is willing to provide the student with supervision, support and the opportunity to develop competence in prescribing practice during the 12-day practice component of the course. This will be a Medical Practitioner who works alongside the student within their working environment. 8. Be able to produce a current Disclosure and Barring Service Check 9. Have completed the West Midland Confederation application form alongside the University of Worcester application form and met the eligibility criteria for this with completed signatures from the Trust Lead, Manager and Medical supervisor. | | | | |

| University Advanced Diploma Health Assessment | | | | |
|---|----------------------------|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3040 | Holistic Health Assessment | 40 | M | None |
| Practice related admissions criteria | | | | |
| HESC3040 - Students must be a registered health professional. | | | | |

| University Advanced Diploma Minor Illness/Minor Injury | | | | |
|---|---------------------|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3042 | Minor Illness | 20 | M | None |
| HESC3043 | Minor Injury | 20 | M | None |

In order to be eligible for the award, students must successfully complete both modules.

Practice related/other admissions criteria
HESC3042 – Students will be required to provide evidence of formal Health Assessment Education e.g. PDHS3040, MSAP4020 or 5 day workshop in order to register for this module.
HESC3043 – Students will be required to provide evidence of formal Health Assessment Education e.g. PDHS3040, MSAP4020 or 5 day workshop in order to register for this module.

| University Advanced Diploma Care of the Acutely Unwell or Injured Patient | | | | |
|--|--|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3044 | Care of the Acutely Unwell or Injured Patient (Adult) or (Child) | 40 | M | None |

Practice related/other admissions criteria
This module has been designed for Registered Nurses working in an area which receives acutely unwell or injured adults or children. In order for the student to successfully complete this course, they must be practicing as a Registered Nurse within an acute care setting, It will not be possible to satisfy the learning objectives, nor to complete the module assessments if not engaged in the relevant practice.

| University Advanced Diploma Return to Nursing Practice | | | | |
|---|----------------------------|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3050 | Return to Nursing Practice | 40 | M | None |

Practice related admissions criteria: This award is not available to students with a current Registered Nurse qualification or those whose name has ever been removed from the NMC register.

| University Advanced Diploma Palliative Care | | | | |
|---|--|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3089 | Evidence-based palliative and end of life care-principles and practice (delivered at St. Michael's Hospice, Hereford and St. Richard's Hospice, Worcester) | 20 | M | None |
| HESC3009 | Negotiated Learning | 20 | M | None |
| In order to be eligible for the award, students must successfully complete both modules. | | | | |
| Practice related admissions criteria | | | | |
| HESC3089 - The programme is aimed at registered healthcare professionals therefore students must be able to demonstrate ability to practise in healthcare discipline | | | | |

| University Advanced Diploma Chemotherapy | | | | |
|--|--|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3086 | Caring For People Receiving Chemotherapy | 20 | M | None |
| HESC3009 | Negotiated Learning | 20 | M | None |
| In order to be eligible for the award, students must successfully complete both modules. | | | | |
| Practice related admissions criteria | | | | |
| HESC3086 - This module is available only to practicing Registered Nurses providing care for adult or paediatric service users receiving chemotherapy within Gloucestershire Hospitals Foundation NHS Trust and the Three Counties Cancer Network. | | | | |

| University Advanced Diploma Nutrition and Health | | | | |
|---|----------------------|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3090 | Nutrition and Health | 20 | M | None |
| HESC3009 | Negotiated Learning | 20 | M | None |

In order to be eligible for the award, students must successfully complete both modules.

| University Advanced Diploma Dementia Care | | | | |
|--|---|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3009 | Negotiated Learning | 20 | O | None |
| HESC3110 | Care of a Person With Dementia in an Acute Care Setting | 20 | O | None |
| HESC3111 | Dementia Care in a Community Setting | 20 | O | None |

In order to be eligible for the award, students must successfully complete two of the three modules.

| University Advanced Diploma Practice Learning | | | | |
|--|--|-----------------------------|---|-------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Exclusions |
| HESC3501 | Practice Education combined stages 1 & 2 | 40 | M | None |

Practice related admissions criteria: In order to meet the learning outcomes candidates must have been qualified for at least 2 years and take full responsibility for a social work student on placement and also work with another student or social worker being assessed against the Professional Capabilities Framework (PCF). Students are required to also have identified an assessor (who is already at stage 2 of the Practice Educator Standards) who will be required to undertake 2 direct observations of the student teaching, supervising and assessing against the PCF.