

## Programme Specification for BSc (Hons) Healthcare

This document applies to Academic Year 2022/23 onwards

*Table 1 Programme Specification for BSc (Hons) Healthcare*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	BSc (Hons) Healthcare
<b>5.</b>	<b>Programme title</b>	BSc (Hons) Healthcare
<b>6.</b>	<b>Pathways available</b>	N/A
<b>7.</b>	<b>Mode and/or site of delivery</b>	Standard taught programme.
<b>8.</b>	<b>Mode of attendance and duration</b>	Full time programme over 3 years (4 years with Foundation Year)
<b>9.</b>	<b>UCAS Code</b>	BSc (Hons) Healthcare B901 BSc (Hons) Healthcare (with Foundation Year) B902
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#"><u>QAA (2019) Subject Benchmark Statement Health Studies</u></a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	May 2020 August 2020 – AQU amendments to Section 19. Nov 2020 AQU dissertation-equivalent noted on award map. August 2021 – AQU amendments August 2022 – AQU amendments

### 12. Educational aims of the programme

The University of Worcester has a strong reputation for delivering high-quality, innovative and contemporary healthcare education. This course is informed by current and expected changes in the UK healthcare sector articulated in the [NHS \(2019\) Long Term Plan](#). Over the coming ten years, the implementation of this plan will enable advances in healthcare technology, public health and well-being agendas and quality concerns to give people more control over their own health and the care they receive. It will encourage more collaboration between health and social care and community service providers to plan and deliver services which meet the needs of their communities. The structure of the course is based on five key areas of learning: the role of research, policy and practice improvement, community and the individual's experience of health care and the importance of a life course understanding. These are underpinned by placement learning allowing students to observe managers and leaders in action.

Therefore, the BSc Healthcare course will enable students to develop their understanding of how they contribute as individuals, working and leading sustainable integrated care systems in the 21<sup>st</sup> Century. As such, students will be supported to consider health care implications holistically to provide them with a wide set of integrated care knowledge and skills to aid career opportunities after graduation.

This course has been carefully designed to equip students to thrive in the integrated healthcare arena and make a positive change for good. As well as high quality teaching, service user and service provider input will be important to students' holistic understanding about meeting the challenges of modern healthcare delivery. They will develop transferable skills that will underpin academic success and maximise employability within a variety of settings including the NHS, private, voluntary and community sectors; as caring professionals and in areas such as research and development, human resources, leadership and management.

The main educational aims of the BSc (Hons) Healthcare are to:

- Advance students' knowledge of bio-psycho-social models of health and well-being that underpin integrated care systems to enable students to become agents of change.
- Empower and support students to become resilient, compassionate, confident, reflective, autonomous, life-long learners, engaging in research and applying evidence-based practice in evolving and diverse integrated care systems.
- Facilitate the development of contemporary knowledge, skills and attributes to meet the holistic health and well-being objectives of individuals across the life course, communities and systems, recognising the wider determinants of health and supporting equal access to high quality services.
- Enable students to develop their own professional identity within integrated care systems, recognising the range of communication and leadership skills that facilitate the contribution of and interactions with other professional groups.
- Empower students to lead high quality services that promote non-judgemental, equitable and anti-discriminatory practice respecting dignity, prioritising safeguarding and working in partnership to achieve the aspirations of individuals, communities and systems.
- Enable students to engage in the social, cultural, ethical, legal and political context of service provision, adopting an analytical approach to problem solving and decision-making to achieve sound judgements in accordance with the core values of integrated care.

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

Table 2 knowledge and understanding outcomes and which module/code they relate to

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Apply knowledge of bio-psycho-social models of health and well-being to lead safe and effective practice, based on the best available evidence.	HEAL3005
2.	Critically review social, economic, environmental and political drivers of integrated care systems.	HEAL3001
3	Interrogate the interactions of wider determinants of health and well-being to assess their impact across individuals, communities and systems	HEAL3003 HEAL3005
4	Critically analyse how connected and global contemporary healthcare service provision is applied within integrated care systems.	HEAL3001
5	Apply sound evidence-based judgement across a range of differing professional and healthcare service delivery contexts.	HEAL3002 HEAL3003

Table 3 cognitive and intellectual skills outcomes for module code/s

<b>Cognitive and Intellectual skills</b>
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6	Identify and analyse data / information to problem-solve, make decisions and achieve sound judgements in integrated care systems and create and communicate a rationale argument	HEAL3002 HEAL3003
7	Critically review and analyse primary and secondary sources of information and reflect on their application to healthcare service provision to generate new knowledge and understanding	HEAL3002 HEAL3004
8	Effectively articulate the strategic implications of complex and challenging dynamics of integrated care systems to effect positive outcomes for individuals, communities and systems	HEAL3001 HEAL3003

Table 4 learning skills and capabilities related to employability outcomes for module code/s

<b>Skills and capabilities related to employability</b>		
9	Manage self, others and services in accordance with professional and ethical codes and advisory documents, recognising ability, competency and limitations.	HEAL3001 HEAL3004
10	Recognise and develop personal strengths, reflecting on performance and progress, responding positively to feedback and taking responsibility for own learning	HEAL3004
11	Demonstrate high standards of digital capability and information literacy for effective integrated care system development	HEAL3001
12	Work safely within legal frameworks to promote the rights of individuals, communities and systems recognising the impact of diversity and difference on health and well-being	HEAL3004 HEAL3003

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>		
13	Document and communicate complex ideas effectively and coherently in appropriate formats to different audiences	HEAL3003 HEAL3005
14	Work effectively with others through self-management, delegation and accepting responsibility in order to collaborate with others to ensure safe and effective service delivery.	HEAL3004
15	Demonstrate autonomous learning and project management skills	HEAL3004

## Learning, teaching and assessment

### Teaching

The learning and teaching strategies of this creative and exciting healthcare course promote active student engagement. Flexible, blended and inclusive learning, teaching and assessment occurs across academic and work-based learning settings in an integrative and transformational way. The course is challenging and student-focused, utilising scenario-based and e-learning strategies, rooted in the real world of contemporary healthcare service provision. Our learning and teaching approach will include the voice service users and the decision-making processes shared by service providers, allowing students to build knowledge, solve problems and make decisions as they become reflective practitioners and leaders.

The [Inclusion Toolkit](#) has been used to develop active student engagement empowering students' progress towards self-directed learning. The structure of the course is aligned with Levels 4, 5 and 6 of the [Framework for Higher Education Qualifications \(FHEQ\)](#) and meets University policies

for [assessment](#) and [curriculum design](#). All modules offer students structured tutor support and is designed to lead the student to increasing independence in their learning.

Students are taught through a combination of interactive workshops, lectures, seminars and simulated learning opportunities, directed study, group projects and self-study packages. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on developing subject specific skills and applied individual and group project work. In addition, meetings with Personal Academic Tutors (PATs) are scheduled on at least four occasions during the first year with an additional three occasions in the second and third years. As part of this course, students are required to complete a Personal Development Plan (PDP) to support their future employability.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### **Placement learning**

Placement learning is an important part of the programme and will enable the student to explore the role of leadership and management within an integrated care system. Through authentic placement learning, students are prepared for work-readiness through personal and professional reflection and development. Placement learning within this course takes a progressive, structured approach built around the needs of the individual student that enables them to actively engage with areas of integrated care systems that are of interest to them and to move beyond what they know - to creating new knowledge and skills - to the application of these in real world contexts.

Placements may be undertaken in a range of settings in the Private, Independent and Voluntary sector as well as organisations in the public sector including hospitals and social services and charitable organisations.

At Level 4, students are supported to complete a 2 week placement within an integrated care system and undertake a practice focussed activity on an aspect of leadership and management that enables them to apply theory to practice and practice to theory. This will provide the student with insight into the role of leadership within an integrated care system and give the student the opportunity to make sense of the operational aspects of the placement. The student will shadow a person with responsibility for leading and managing teams. The student will create a series of blogs/video logs to capture their learning in placement. The placement module provides students with practice focussed experience in relation to leadership and management in practice. Where possible this will be supported through links with the local employing organisations including Council Social Care teams, local health care Trusts and organisations in the Private, Voluntary and Independent (PIV) organisations.

At Level 5 the student will undertake a second 2-week block of placement. They will shadow a person in a senior role with responsibility for leading and managing teams. Alongside this, the student will consider how decisions are made involving service users and how these decisions may impact them. Drawing on their learning and understanding from other modules on the course, the student will undertake a placement activity and critically reflect on leadership.

Drawing on learning across modules, the student will build on the PDP and write an individual account that critically explores their understanding of leading and managing in an integrated care team. It will also explore the place of Self as leader.

Placement learning culminates at level 6 as students complete a project to support development of previous placement experiences. Academic and research skills and knowledge and professionalism are applied to a real life practice setting as they undertake an independent project focusing on an area of change management or a research project.

### **Contact time**

In a typical week, students will have a maximum of 15 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final semester there is normally slightly less contact time in order to undertake more independent study.

Typically, class contact time will be structured around:

- Lectures and seminars (face to face and online)
- Interactive workshops
- Group work (problem and enquiry-based learning)

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 22 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, watching selected videos, working through example problems, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations.

Independent learning is supported by a range of excellent learning facilities, including [the Hive and library resources](#), the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the course modules. The team includes clinicians and professional experts from a variety of backgrounds. Details of individuals can be found on the [School webpages](#).

Teaching is informed by research and consultancy and 100% of lecturers on the course have a higher education teaching qualification and / or are Fellows of the Higher Education Academy.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

The precise assessment requirements for an individual student in an academic year will include:

#### **Year 1:**

- Case study
- Presentations
- Essay
- Literature review
- Resource
- Reflective Log
- Personal Development Plan
- Reports

#### **Year 2:**

- Research Proposal
- Exam
- Presentations

- Debate
- Reflective Portfolio
- Essay
- Design Learning Materials
- Report

#### Year 3:

- Essays
- Presentations
- Needs Assessment and Gap Analysis
- Reports
- Viva voce
- Work Based Project

#### 14. Assessment strategy

This course aims to develop graduates who are self-aware, resilient, self-disciplined and able to work for, and within, teams. It relates directly to the University strategic objective of providing an outstanding student experience and the assessments are based on 4 key principles:

- **Adaptability:** All the assessment items apply the university's inclusive assessment policy and allow the student to match their interests, their learning needs and a variety of disciplines.
- **Utility:** Students are encouraged to use topics which will enable them to explore issues and questions across areas of integrated care systems
- **Learning:** The assessments are seen as powerful opportunities for personal, focused learning and developing self-management and self-direction. They are a central aspect of the learning process.
- **Authentic:** Students are able to use problem-based approaches to learning as a context or contribution for any of their assignments.

Links between assessment items and learning outcomes are clearly defined in the Module Specifications and the individual Module Outlines. A comprehensive assignment brief is provided for all summative assessment items containing explicit criteria that are aligned to the module learning outcomes. Where there is more than one assessment each module outline will give weightings, including compensation between assessments. The assignment brief will clearly indicate to students what they need to do to complete the assessment successfully. Study skills are incorporated into all modules and include sessions on how to make good use of this information.

Assessments are carefully devised to provide students with the opportunity to practise and improve skills. Stimulating and inclusive formative and summative assessment incorporating timely, learner centred feedback is an integral component of the programme to support and develop student learning. Formative assessment is therefore a key part of the students' learning process and encourages self-assessment of their achievement. Summative assessment takes a variety of forms including case studies, examinations, presentations, essays and reports. Targeted feedback is given on summative assessments and students are supported through Personal Academic Tutoring, to reflect and act on this feedback in order to support their academic development. All modules use the University of Worcester's grade descriptors which are developed into bespoke grading rubrics. Staff provide feedback to students on summative items electronically within 20 working days of the assessment deadline.

Please see Course Handbook for a grid showing assessment methods and weightings mapped to modules and an assessment calendar of submission.

## 15. Programme structures and requirements

### Course Title: BSc (Hons) Healthcare

*Table 6 award map for each level of the course*

#### Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
HEAL1006	Understanding the personal journey in integrated healthcare systems	15	M
HEAL1001	Introduction to evidence based-practice (EBP)	15	M
HEAL1005	Bio-Psycho-social approaches to health and well-being- across the life course	30	M
HEAL1002	Professionalism- the importance of governance, policy and law	30	M
HEAL1003	Working with Integrated Care teams	15	O
HEAL1004	Placement learning in the community 1	15	O
CODE xxxx	Optional modules offered by the Language Centre/School of Education (codes LANG or UGTU)	15/30	O

#### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules HEAL1001, HEAL1002, HEAL1005, HEAL1006 and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: <https://www.worcester.ac.uk/life/help-and-support/language-centre/optional-modules.aspx>

#### Level 5

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
HEAL2001	Applied research in integrated care systems	15	M
HEAL2003	Inequalities and social justice in integrated care systems	15	M
HEAL2002	The impact of teamwork, leadership and quality assurance	30	M
HEAL2004	Placement learning in the community 2	30	M
HEAL2005	Understanding mental health across the life course	30	O

CODE xxxx	Optional modules offered by the Language Centre/School of Education (codes LANG or UGTU)	15/ 30	O
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### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules HEAL2001, HEAL2002, HEAL2003, HEAL2004, and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English and Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/language-centre/optional-modules.aspx>

### Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
HEAL3002	Quality improvement and change management	15	M
HEAL3001	Leading and entrepreneurship in Integrated Care Systems	15	M
HEAL3004	Independent project within the workplace (Dissertation equivalent module)	30	M
HEAL3003	Empowering communities for change	30	M
HEAL3005	Understanding conditions that affect healthcare provision across the life-course	30	O
APHS3009	Substance misuse	15	O
APHS3010	Understanding domestic abuse	15	O
APHS3012	Contemporary issues in mental health	15	O

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules plus 30 credits chosen from optional modules.

### 16. QAA and professional academic standards and quality

The BSc (Hons) Healthcare is located in the National Qualifications Framework (NQF) and the Qualifications and Credit Framework (QCF) and has been developed with reference to the [QAA \(2019\) Subject Benchmark Statement Health Studies](#) and [SEEC Credit Level Descriptors for Higher Education](#) and the [Framework for Higher Education Qualifications](#).

### 17. Support for students

Student support is a central element of the Healthcare programme and is available from within the School of Allied Health and Community and from the wider University.

#### Pre-programme:

Students are advised that they are welcome to visit the course leader to discuss the course. The programme team welcomes potential applicants during open days to enable applicants to get a feel for student life at the University of Worcester, to meet the team and to learn more about the



course. Applicant days provide further opportunities for applicants to meet with the teaching team and to sample a range of learning and teaching experiences that will enable them to prepare for their course.

### **Induction:**

There is a comprehensive induction programme. The first week of the programme provides students with opportunity to meet other students and representatives from their course team and Personal Academic Tutor, [Student Services](#), [Registry Services](#), [Library Services](#) and [Student Union](#). Induction includes introducing students to the concept of learning and teaching in UK higher education, introduction to information and learning systems including library resources, an introduction to student services and the international office.

There is extensive programme information on Webpages, in module outlines and within the Course Handbook.

### **Personal Academic Tutors (PATs):**

Personal Academic Tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to student success. [Personal Academic Tutors](#) provide an exceptional level of individual academic support and encouragement to students. Students will be matched with an academic member of staff from the course team. All students are allocated a personal academic tutor for the duration of the course and are encouraged to meet with them at least four times per year in the first year and three times a year in the second and third year, to discuss feedback on assignments, and signposting to further assistance. This support is personal and flexible and proactive. It is tailored to the particular needs of students who are known to the team over the duration of their programme. Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice. All tutorial contact is recorded via SOLE.

### **Course Leader**

The Course Leader works closely with Personal Academic Tutors to carefully monitor student progression and achievement on the course, in order to facilitate early intervention strategies for students struggling to make satisfactory progression and as necessary; support students to temporarily withdraw from their studies.

### **Placement Support**

Students are expected to complete a 2-week placement at each level of the programme. Placement support is provided by the module leader and a designated placement supervisor.

### **Additional support**

There is a course community website via Blackboard for all students that provides ongoing support, information and a way of enabling students to interact with each other when not in the university site. The subject librarian is integral to the teaching on each module and will provide students with support to access and interpret relevant literature. Developing effective study skills is an essential element in achieving academic success. There are a range of free study skills workshops, open to all students on a self-referral basis and the writer in residence offers one to one support. All module leaders provide individual academic support via assessment specific tutorials. This is in addition to Personal Academic Tutor support.

All students are provided with a Course Handbook that comprehensively outlines the programme and provides advice and guidance on the Academic Regulations and Procedures of the University of Worcester. Module outlines and assessment details are provided for all modules

### **Disability support**

The University is committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students are not disadvantaged. The [Disability and](#)

[Dyslexia Service](#) within Student Services provides screening and assessment of disabilities combined with offering specialist disability support.

### **Student voice**

The University of Worcester is committed to providing an outstanding student experience and consider students to be participating partners in their learning experience. As such, the student voice has a transparent and direct role in informing course development and management. Students are encouraged to give module and course feedback via evaluation forms and surveys and through one to one discussion with module and course leads. Students also have the opportunity to be Student Academic Representatives for courses, attending Course Management Committee (CMC) meetings to inform staff of wider student feedback to inform the course development and ensure course quality.

## **18. Admissions**

### **Admissions policy**

This course welcomes applicants from diverse educational and social backgrounds with an interest in studying healthcare at degree level. The University of Worcester aims to be accessible; it is committed to widening participation and encouraging diversity in the student population.

The School of Allied Health and Community works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International team (student services), to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners.

Students entering via non-standard entry routes will be interviewed to ensure they are adequately prepared for Higher Education level study.

### **Entry requirements**

Students should be at least 18 years old and hold 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications) or have completed the Foundation Year in Healthcare. All applicants will be judged on their suitability and preparedness for study, and we may take other skills, qualifications and life experience into account. Details of acceptable qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus and on the University webpages.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worcester.ac.uk/courses/healthcare-bsc-hons>.

See [Admissions Policy](#) for other acceptable qualifications.

### **Disclosure and Barring Service (DBS) requirements**

Students are required to demonstrate health and character sufficient to ensure safe and effective healthcare practice. This includes a satisfactory Enhanced DBS.

### **Recognition of Prior Learning**

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is available from the University webpages or from the Registry Admissions Office (01905 855111). Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>.

### **Admissions procedures**

Full-time applicants apply through UCAS (*B901 or B902*). Applicants are normally considered on the basis of their UCAS application forms. It is not currently standard practice to interview candidates but those making an application who do not have the usual formal qualifications may

be interviewed. Those who accept an offer will be invited to an Applicant Day to experience studying at Worcester.

### **Admissions/selection criteria**

Offers are made in line with the entry requirements specified above and demonstration via the application form of a strong interest in healthcare and suitability and preparedness to meet the requirements of the course. The reference provided as part of the application is also taken into account.

## **19. Regulation of assessment**

The course operates under the University's **Taught Courses Regulatory Framework**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is 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.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### **Retrieval of failure**

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### **Requirements for Progression**

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules

the following academic year. Students will be able to carry forward any passed modules.

## Requirements for Awards

Table 7 requirements for awards

Award	Requirement
Certificate of Higher Education: Cert HE Healthcare	In order to be eligible for the exit award of Certificate in Higher Education in the named subject / area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Healthcare	In order to be eligible for the exit award of Diploma in Higher Education in the named subject / area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours) BSc: Healthcare	In order to be eligible for the exit award of a degree (non-honours) in the named subject / area of study, a student must have passed a minimum of 60 credits at Level 6 as specified on the award map.
Degree with honours: BSc (Hons) Healthcare	In order to be eligible for the exit award of a degree (honours) in the named subject / area of study, a student must have passed a minimum of 120 credits at Level 6, as specified on the award map.

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2  
OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

Please Note: The above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022.

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

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

Graduates from the BSc (Hons) Healthcare degree at University of Worcester can work in a wide range of careers across integrated health and social care service provision. These include

healthcare and social care managers, health educators and health promotion managers, practice managers and commissioners, volunteer co-ordinators and care navigators and social researchers.

Continuing professional development includes the opportunity to undertake post-graduate academic study including Master's degrees: [MSc Healthcare Management and Leadership](#), [Masters of Business Administration](#).

### **Student employability**

Students will be introduced to professional skills and career choices in the first year of the programme. Careers advice is given at all levels of the course and the programme teamwork with the University Careers & Employability Service ensuring details of health and social care service providers recruitment events and individual jobs are forwarded to students during their final year. Personal Academic Tutors provide further support to students with career planning and writing personal statements. Local employers from within the Worcestershire and Herefordshire counties and surrounding areas are invited to meet with students and discuss career opportunities and further professional development.

Students also have the opportunity to 'earn while they learn', with opportunities for students to gain work as student ambassadors, helping at open days, induction weeks, selection and taster events. Following this programme students will be able to work within their chosen area of healthcare within the NHS, private or voluntary sector service provision.

### **Links with employers**

The University has a strong track record of working closely with employers. The School of Allied Health and Community also has an excellent reputation for providing employers with professional, well prepared and well-motivated students and graduates. Organisations such as NHS trusts, private and voluntary organisations have all expressed an interest in supporting the development and delivery of healthcare-based subjects, which will bring an employer focus to the student's chosen degree.

**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 associated course documentation e.g. Course Handbooks, Module Outlines and Module Specifications.