Undergraduate Programme Specification

Session	2026/27	**Last Modified**	March 2026
Named Award Title	BSc (Hons) Collaborative Health and Social Care		
Award Title for Each Award	BSc (Hons) Collaborative Health & Social Care BSc Collaborative Health & Social Care Dip HE Collaborative Health and Social Care Cert HE Collaborative Health and Social Care		
Date of Approval	April 2025		
Details of Cohort Applies to	All students from September 2025		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland New College Lanarkshire
Language of Instruction & Examination		English	
Award Accredited by			
Maximum Period of Registration		8 years Authorised Interruption Guidance notes (uws.ac.uk)	
Duration of Study			
Full-time	4 years	**Part-time**	8 years
Placement (compulsory)	No		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify) New College Lanarkshire
School	**Health and Life Sciences**		
Divisional Programme Board	**Biological Sciences Health**		
Programme Leader	Elaine Stevens		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Level 7

96 UCAS points which is equivalent to around four SQA Highers at BBBC level.

We welcome applications from appropriate SWAP Access courses and those with relevant vocational qualifications to allow them to build on previous learning.

International equivalent. International qualifications will be reviewed for equivalency by the programme admissions officer in conjunction with the admissions team and the NARIC guidance.

Or GCE
Level 7

GCSE: (grades A, B or C)

Irish Leaving Certificate Ordinary level (grade C2 or higher). Level 8

A-Level: (grades B,C,C)

International equivalent. International qualifications will be reviewed for equivalency by the programme admissions officer in conjunction with the admissions team and the NARIC guidance

Or SQA National Qualifications / Edexcel Foundation
Level 8

HNC/BTEC 4 in any subject area.

International equivalent. International qualifications will be reviewed for equivalency by the programme admissions officers in conjunction with the admissions team and the NARIC guidance.

Applicants holding an HNC of 96 credits will be admitted with advanced standing.

Level 9

HND/BTEC5/DipHE in an appropriate health or social care subject.

International equivalent. International qualifications will be reviewed for equivalency by the programme admissions officers in conjunction with the admissions team and the NARIC guidance.

Level 10

Bachelor award in an appropriate health or social care subject.

International equivalent. International qualifications will be reviewed for equivalency by the programme admissions officers in conjunction with the admissions team and the NARIC guidance.

Other Required Qualifications/Experience

Level 10 applicants must provide evidence of completion of a research module at SCQF level 9 or equivalent. If there is no evidence of completion of such learning then the applicant will have to complete the SCQF level 9 module "Critical Research Appraisal" as part of their learning at SCQF level 10.

Consideration will be given to applicants who have gained previous academic credit within the last 5 years, where continued development in knowledge through academic studies or professional development demonstrates currency in certified learning.

As per UWS Regulatory Framework all applicants must also have the language and literacy skills to understand and use the written materials utilised in the learning and teaching of the programme and be able to communicate clearly and accurately in spoken and written English.

For all UWS programmes, except for International Foundation, research and doctoral programmes a minimum IELTS comparable score of 6.0 or above (with a minimum of 5.5 in each component) is acceptable as evidence of proficiency in English. All applicants, where English is not their first language, are required to meet English Language requirements outlined by UWS.

Further desirable skills pre-application

Information and Communications Technology (ICT) skills, particularly the ability to use word processing programmes, internet browsers and online teaching and learning platforms, are essential for all students as modules are delivered either fully online or as hybrid learning. All modules include electronic submission of assessments.

General Overview

The aim of the BSc (Hons) Collaborative Health and Social Care is to provide all students with the knowledge and skills required to provide a person-centred approach to health and social care within a multi- agency/multidisciplinary approach, regardless of their current employment status. It also aims to develop the skills required within the changing landscape of health and social care and enable students to support the most vulnerable in society which can make a difference to the communities they serve. Consequently, there will be a focus on evidence informed practice and encouragement of a proactive attitude to addressing practice related issues. To meet its aims the objectives of the programme are to:

a. Promote the development of graduate and employability skills that enable students to demonstrate confidence and understanding for readiness for the working environment,
b. Create opportunities and challenges for students to study and engage with issues that encourage collaborative working to deliver safe, effective, person-centred, compassionate care,
c. Facilitate flexible and multi-campus delivery of the programme in a manner that embraces the UWS Corporate Strategy, UWS Curriculum Framework and is commensurate with the current UWS regulatory framework.

Typical Delivery Method

This programme is delivered via hybrid learning. Students will typically experience a blend of syncronoyus and aysynchronous teaching and learning activities both online and on campus. Students will be on campus no more than two days per week to enable then to study within their life commitments. Students are expected to engange with all elements of the hybrid learning approach.

The curriculum responds to the changes and challenges across the health and social sector particularly in relation to changing demographics and integration of services. The programme recognises the shift in services from national and international perspectives and is moving these towards prevention, person- centeredness, individual enablement and empowerment, support at home. This is being achieved whilst valuing the role that all members of the workforce play in the implementation and delivery of interagency and multidisciplinary services.

There is a clear career focus to the programme. This recognises the value and importance of linking theory and practice within health and social care services. Students may already be working within the health and social care sector, with others choosing to volunteer. Their work and volunteering experience will complement their learning within this programme as well as enhance their employability skills. On completion of the programme, graduates will be equipped for further study across a variety of academic and professional pathways.

The programme has been designed to be attractive to local, national and international students and encourages them to consider global health and social care issues that are relevant to their local context. To encourage this process, generic and pathway specific modules at SCQF levels 7, 8, 9 and 10 are grouped under three clear themes which are aligned to the contemporary health and social care delivery and educational standards.

Theme 1: Academic, Professional and Personal Development
Graduate attributes are at the heart of the BSc (Hons) Collaborative Health and Social Care programme with graduate attributes promoted within all modules to encourage positive outcomes and destinations for students on completion of their degree. The promotion of the UWS 'I AM UWS' graduate attributes strengthens this focus with the aim that graduates from this programme are 'work ready and are able to contribute both locally, nationally and internationally'.

To complement the ‘I am UWS’ graduate attributes and the Curriculum Framework the institution is developing a set of common “Academic, Professional and Personal Development modules”. These modules have been integrated into this programme and are referred to as Aspire 1, 2 and 3. These modules will be central to supporting student success, wellbeing and employability through the development of 21st century meta-skills and attributes at SCQF levels 7, 8 and 9.

Theme 2: Contemporary and Collaborative Health and Social Care
Students participating in modules within this theme are expected to be able to critically evaluate outcomes of health and social care interventions, adjust care accordingly and acquire the skills to contribute proficiently and confidently to effective inter-agency and multi-professional working. They should also be able to critically reflect on the links between the health and social care issues under study and peoples’ individual experience of health and wellbeing, which are set against a cultural backdrop. Students will also be encouraged to develop as leaders to drive forward quality service improvement. These attributes are vital to the development of a future workforce.

Theme 3: Research Skills Development

The ability to make use of current best evidence is seen as key to effective health and social care delivery and is also the first step in research skill development. Students will be required to draw on relevant theoretical knowledge and be able to locate, review and evaluate research findings relevant to health and social care issues. Students will also be expected to make use of best evidence as a tool to underpin decision-making and problem solving, to provide preventative, person- centred services that empower individuals and communities. These skills are transferable, not only to other modules in the programme, but to the realities of contemporary health and social care practice and multi- agency working.

Any additional costs

None

Graduate Attributes, Employability & Personal Development Planning

Graduate attributes are at the heart of the BSc (Hons) Collaborative Health and Social Care programme with graduate attributes promoted within all modules to encourage positive outcomes and destinations for students on completion of their degree. The promotion of the UWS 'I AM UWS' graduate attributes strengthens this focus with the aim that graduates from this programme are 'work ready and are able to contribute both locally, nationally and internationally'.

These UWS Graduate Attributes align with the corporate drivers and are translated in the graduate attributes model as Universal, Work-ready and Successful. These overarching statements are then aligned with the three dimensions of Academic, Personal and Professional Development (APPD) with underpinning attributes occupying relevant cells within the framework. Whilst attributes have been assigned to specific cells of the grid, there is recognition that each of these are supported and contextualised by programme-specific key skills and competencies.

This programme recognises the importance of the UWS graduate attributes and is designed to develop graduates with an in-depth knowledge of contemporary integrated health and social care at a local level and in a global context (WORK READY and UNIVERSAL). The programme will enhance the students' future careers by creating opportunities and challenges for students to understand and evaluate professional issues to ensure safe, effective person-centred and compassionate integrated health and social care services (WORK READY and SUCCESSFUL). The programme will develop students' analytical knowledge and critical thinking skills for employment within a variety of health and social care environments (SUCCESSFUL and UNIVERSAL). Student success is at the heart of the programme. The programme team will support students to achieve success and encourage them to develop proactive attitude towards their professional development, allowing them to build a successful career (UNIVERSAL, WORK READY and SUCCESSFUL).

Within the School of Health and Life Sciences, all modules and programmes endorse a learner-centred approach which supports and enables the student to take responsibility for the planning and development of their own learning and career development. The utilisation of the principles of ASPIRE means that APPD is embedded within the curriculum, with clearly articulated links to module learning outcomes. Subject benchmarks, Professional Standards such as Skills for Health, The Nursing and Midwifery Council, The Health and Care Professions Council and the Scottish Credit and Qualifications Framework level descriptors are also utilised to develop students already working in health and social care as well as those who aspire to do so in a future career.

The opportunity to engage in a process of APPD, including support and guidance in the

development of a reflective approach and is supported through the principles of ASPIRE. This is integral to ensuring student confidence, resilience and attainment. To begin this journey every year 1 student being allocated a ASPIRE adviser to complement the existing personal tutoring system in year 1. The adviser will provide the student with feedback on their engagement with APPD making use of other student support service such as careers and skills. The programme team will also support students to achieve success and encourage them to develop proactive attitude towards their professional development,allowing them to build a successful career in health and social care. As each student progresses through the programme, they have opportunities to engage in APPD through timetabled and other modular activities. These activities are designed to help students recognise and evidence their development of skills such as academic writing, critical discussion and analytical thinking. By identifying a 'holistic' approach to APPD students are helped to see the link between theory and practice.

In relation to employability, there are opportunities to enhance students' employability in terms of the development of care skills, leadership skills, management skills and teaching skills. The relationship between employability and learning is made explicit through the development of a range of learning, teaching and assessment approaches. Effective engagement with the PDP process and support made available by the School provides students with the evidence and understanding of how their learning relates to their. In addition, students can be supported in this respect.

Work Based Learning/Placement Details

This programme is predominantly theoretical in nature and where knowledge applied to practice takes place it is done so using synchronous and asynchronous problem based learning activities. Where a student has not had the experience of specific situations case studies, provided by the teaching team, will be used as a basis for their learning.

For modules within the programme that require an element of work-based learning students will already be working in an appropriate environment. Individual module descriptors will advise students if this is required. All students will be supported in practice by the appropriate module co-ordinator.

In some modules a specific workplace supervisor is required who will participate in the assessment process but responsibility for the grading of the final assessment lies with UWS academic staff. Individual module descriptors will alert students if a supervisor is required.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Students must engage with all elements of the UWS approach to hybrid (synchronous and asynchronous) teaching and learning. This includes attending campus and online classes, taking part in other online learning activities and submitting all assessments. Students who do not engage fully will be supported via the Academic Engagement Procedure.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

There are no Professional, Statutory or Regulatory Body requirements in this programme.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Recognise the dimensions and determinants of health and wellbeing in the global environment.
A2	Develop a broad knowledge of the standards, policies and procedures available to support collaborative health and social care.
A3	Appreciate the role and value of evidence and research in the planning and delivery of health and social care.
A4	Consider health and social care within the context of the lifecycle and recognise changing needs and the role of person-centred care.
A5	
Practice - Applied Knowledge and Understanding	
B1	Use developing knowledge and understanding to inform own person-centred practices.
B2	Make use of knowledge of evidence to support the planning of health and social care improvements.
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Search, interpret, extract and present information using relevant information technology.
C2	Make use of a range of information technology skills to convey information.
C3	Use a variety of communication tools to share knowledge and understanding of health and social care.
C4	Develop a range of communication/ interpersonal skills to support health and social care delivery.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present an argument, information and/ or ideas which are routine/common to the health and social care agenda.
D2	Read, understand and interpret the evidence available to support health and social care practice.
D3	Use problem solving skills to explore and interpret health and social care related research/evidence/data.
D4	Reflect and evaluate one's own progress towards a qualification in health and social care.

D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrate a commitment to developing the knowledge and understanding required to practice within the global health and social environment.
E2	Reflect on one's own responsibilities and contribution to the promotion of personal wellbeing, and the wellbeing of others.
E3	Recognise the value and level of self-awareness for working and engaging within the field of collaborative health and social care.
E4	Effectively engage in both independent and collaborative activities/tasks associated with engagement in study towards a qualification in health and social care.
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	APPD07001	Aspire: Foundations for Success	20	☐	☒	☐	a
7	HLTH07002	First Steps: Collaborative Health/Social Care	20	☒	☐	☐	a
7	HLTH07003	Foundations in Evidence Based Practice	20	☒	☐	☐	a
7	HLTH07004	Foundations of Health and Social Care	20	☐	☒	☐	a
				☐	☐	☐	a
				☐	☐	☐	a
Footnotes for Core Modules a. These modules will be available to all students on the programme.							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	HLTH07001	Communication for Health and Social Care	20	☐	☒	☐	a
7	HLTH07005	Promoting Wellbeing and Health	20	☐	☒	☐	a
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

*In consultation with programme leader: Appropriate option from L7 T1/T2 modules within existing UWS/HLS portfolio and/or via micro-credential portfolio to max of 20 credit.

a. These modules will be available to all students on the programme.

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

On completion of Level 7 and in accordance with UWS Regulatory Framework students can progress to Level 8. Having successfully passed all modules at SCQF level 7 students may exit the programme with the award of Certificate in Higher Education. Collaborative Health and Social Care.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Establish how the determinants of health and wellbeing affect the delivery of health and social care at global, national and local levels.
A2	Explain the importance of evidence-based delivery of health and social care.
A3	Display knowledge and understanding of the principles of collaborative health and social care and how this impacts on care delivery.
A4	Demonstrate the importance of a person-centred approach to health and social care and its impact on a person's health and wellbeing.
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply the theories of collaborative health and social care delivery to support of people with a range of physical, social, psychological and emotional issues.
B2	Demonstrate the importance of inter-agency and inter-professional working and how these are applied to health and social practices.
B3	Evaluate a range of evidence and consider its relevance to the delivery of health and social care globally, nationally and locally.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Use a range of information technology applications to convey information to a range of audiences and for a range of purposes.
C2	Display literary skills that enables clear and considered written comparisons to be made within and between health and social care systems and modes of care delivery.
C3	Use and evaluate numerical and graphical data in relation to the safe and effective delivery of health and social care globally, nationally and locally.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Use a problem-solving approach to demonstrate the changing nature of collaborative and how effective and efficient health and social care delivery can be maintained globally, nationally and locally.
D2	Identify self-management skills in the development of study and research exercises.
D3	Evaluate the implementation of an individualised, person-centred approach to the delivery of care.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrate an element of autonomous thinking and working within an inter-professional team environment.
E2	Apply the principles of health care quality to ensure the maintenance of standards of care at international, national and local levels.

E3	Explain the application of legal and ethical principles when caring and supporting people with a range of needs.
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	HLTH08009	Evidence Based Practice and Research	20	☒	☐	☐	a
8	HLTH08010	Next Steps: Collaborative Health/Social Care	20	☒	☐	☐	a
8	APPD08001	Aspire: Shaping Your Future	20	☒	☒	☐	a
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Core Modules

a. These modules will be available to all students on the programme.

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	HLTH08013	Empowering Personhood	20	☐	☒	☐	a
8	HLTH08008	Dimensions of Health and Social Equality	20	☒	☐	☐	a
8	HLTH08012	The Psychology of Health and Wellbeing NEW	20	☐	☒	☐	a
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

*In consultation with programme leader: Appropriate option from L8 T1/T2 modules within existing UWS/HLS portfolio and/or via micro-credential portfolio to max of 20 credit.

a. These modules will be available to all students on the programme.

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

On completion of Level 8 and in accordance with UWS Regulatory Framework students can progress to Level 9. Having successfully passed all SCQF level 8 modules students may exit the programme with the award of Diploma in Higher Education Collaborative)Health and Social Care.

Exceptionally, where 220 credits have been achieved AND a core module has been failed AND this results in the named award being unachievable, option to continue towards the award of Dip HE Combined Studies by selecting once only, a single module from the School's module portfolio (as advised by the Programme Leader (PL)) will be permitted. This option will be subject to module cost.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Exhibit an in-depth knowledge of the social, scientific and human dimensions of health and wellbeing through the use of relevant global theoretical and conceptual knowledge.
A2	Demonstrate critical understanding of international, national and local contemporary health and social care issues and their location within broader social, political, legal and economic contexts.
A3	Recognise the need for continuing professional development and the obligation to maintain up-to- date knowledge and skills.
A4	Demonstrate a broad and integrated knowledge of the principles of inter-agency and inter- professional working and how this affects global health and social care delivery.
A5	
Practice - Applied Knowledge and Understanding	
B1	Adapt and improve health and social care delivery within an evidence-based framework that is applicable regardless of scope or geographical area.
B2	Determine the holistic needs of those who require care and support within their wider support network using valid and reliable assessment methods.
B3	Apply a range of appropriate skills to the delivery of person-centred care across health and social care arenas.
B4	Evaluate the impact of health and social delivery on those who require care and their wider support network.
B5	
Communication, ICT and Numeracy Skills	
C1	Consolidate effective communication skills evidenced in oral and written presentations.
C2	Examine evidence-based databases for relevant data related to the care and support of specific individuals or groups.
C3	Use a range of ICT applications to analyse and report on health and social care issues and their outcomes effectively.
C4	Effectively evaluate communication with patients, carers, other professionals in different settings across the world.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically analyse and evaluate the changing nature of multi-professional health and social care delivery in a global environment.
D2	Identify and analyse issues within own workplace and have the ability to influence change.
D3	Critically analyse and develop best practice through quality assurance strategies.
D4	Develop and refine self-management in the planning and execution of study and research exercises.
D5	
Autonomy, Accountability and Working with Others	

E1	Reflect on, and in, action to ensure that all care given reflects current best practice globally and is of the highest possible standard.
E2	Apply the principles of quality assurance to ensure the maintenance of standards of care.
E3	Acquire multi-disciplinary perspectives on health related issues across the world through the study of academic disciplines drawn from the natural and the social sciences.
E4	Perform effectively with other professionals within multi-disciplinary/agency teams and demonstrate leadership in the application of up-to-date clinical/practice skills.
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	HLTH09004	Critical Research Appraisal NEW	20	☒	☐	☒	a
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules a. This modules will be available to all students on the programme.							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	HLTH09001	An Introduction to Palliative Care NEW	20	☐	☒	☐	a
9	HLTH09002	Contemporary Issues in Health & Social Care NEW	20	☒	☐	☐	a
9	HLTH09003	Context of Integration NEW	20	☐	☒	☐	a
9	HLTH09008	Living Well with Dementia	20	☐	☒	☐	a
9	HLTH09011	Person Centred Pain Management	20	☐	☒	☐	b
9	HLTH09013	Quality Improvement in Health and Social Care	20	☒	☐	☐	a
	HLTH09015	Supporting People Facing Loss NEW	20	☒	☐	☐	b
9	HLTH09017	Systemic Anti-Cancer Treatment Administration	20	☒	☒	☐	b

9	HLTH09018	Therapeutic Communication NEW	20	☐	☒	☐	a
9	HLTH09019	Tissue Viability and Wound Care NEW	20	☐	☒	☐	b
9				☐	☐	☐	
9				☐	☐	☐	
9				☐	☐	☐	
9				☐	☐	☐	

Footnotes for Option Modules

*In consultation with programme leader: Appropriate option from L9 T1/T2 modules within existing UWS/HLS portfolio and/or via micro-credential portfolio to max of 20 credit.

a. These modules will be available to all fulltime/part-time hybrid learning students on the programme. They are also suitable for the part-time students studying fully online.

b. These modules are primarily available to part-time students studying fully online. Some may also be suitable for fulltime/part-time hybrid learning students but only in agreement with the PL.

N.B Fulltime/part-time hybrid learning students will have a choice of option modules in marked 'a' T1 and T2. Such choices will be decided upon between the student, their PT and the PL. The delivery of option modules will be dependent on student numbers.

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

A Bachelor degree in Collaborative Health and Social Care may be awarded subject to University regulations. At least 360 credits are required, of which a minimum of 90 are at SCQF 9 including the core modules relevant to the award. If appropriate, an award with distinction will be made in accordance with University Regulations.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate an advanced and integrated knowledge and understanding that encompasses the principal areas, features, boundaries, terminology and conventions of global health and social care.
A2	Deliver an advanced critical understanding of the key theories, concepts and principles within global health and social care.
A3	Present detailed knowledge and understanding of one or more specialisms in health and social care.
A4	Use research skills and enquiry techniques to demonstrate knowledge and understanding of the ways in which health and social care practices are developed across the world.
A5	
Practice - Applied Knowledge and Understanding	
B1	Exhibit competency in identifying, selecting and utilising all of the key skills and associated with global health and social care and apply these to one's own sphere of practice.
B2	Use a range of skills, practices and theories which are specialised to the student's area of interest and/or area of employment.
B3	Execute a defined project of applying the theories form an extended literature review or project to practice.
B4	B4 Apply knowledge and understanding to a range of health and social care situations that include a degree of unpredictability and/or specialism.
B5	
Communication, ICT and Numeracy Skills	
C1	Convey informally or formally newly gained knowledge to a range of professionals within own team and other agencies.
C2	Communicate with peers, senior colleagues and those from other teams and agencies at a professional level.
C3	Make use of range of ICT application to retrieve information in the pursuit of learning that can enhance the overall outcomes of care delivery.
C4	Interpret, use and evaluate a wide range of data to achieve identified goals.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Illustrate some originality and creativity in dealing with health and social care issues.
D2	Offer skilled insights, interpretations and solutions to health and social care problems from across the world.
D3	Critically review and consolidate knowledge, skills and practices and thinking in relation to global health and social care.
D4	Make judgments related to current thinking in practice where data/information is limited and thinking in health and social care that comes from a range of sources.
D5	

Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in a range of health and social care activities.
E2	Demonstrate awareness of own and other's roles and responsibilities from different health and social care arenas and geographical locations.
E3	Work with others to bring about change, developments and/or new thinking.
E4	Deal with complex ethical and professional issues in accordance with current practices from across the world.
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	HLTH10007	The Honours Dissertation NEW	40	☒	☒	☐	a
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules a. These modules will be delivered to all students on the programme.							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	HLTH10001	Effective Teaching in Practice NEW	20	☐	☒	☐	a
10	HLTH10003	Improving Population Health	20	☐	☒	☒	a
10	HLTH10004	Leadership in Health and Social Care NEW	20	☒	☐	☐	a
10	HLTH10006	Supporting Families NEW	20	☒	☐	☐	a
		One level 9 module from the programme portfolio		☐	☐	☐	a
				☐	☐	☐	a
Footnotes for Option Modules a. These modules will be available to all students on the programme.							

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

An Honours degree in Collaborative Health and Social Care may be awarded subject to University regulations. At least 480 credits are required, of which a minimum of 90 are at SCQF 10 including the core module.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	When	Who
Post ILR amendments	5/03/2025	Elaine Stevens