

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Health and Social Care Practice (Level 6 only)
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	London Churchill College AG Tresham College FI
Mode(s) of Study and Duration	Full-time over 2 semesters AG Part-time over 3 semesters FI
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	University of Bedfordshire employability endorsed
UCAS Course Code	Not applicable
External Benchmarking	QAA Subject Benchmark Statement - Social Policy (QAA, 2016). Health and Social Care is an included field http://www.qaa.ac.uk/en/Publications/Documents/SBS-Social-Policy-16.pdf QAA Quality Code Section A1 (The Framework for Higher Education Qualifications) Level 6
Entry Month(s)	October

Why study this course

The course has been designed for students who wish to build upon previous study (a relevant foundation degree or HND) and continue their studies at Level 6. The course is designed to further develop knowledge and understanding of health and social care practice within the wider social, policy, legal and organisation environment within which they are situated. You will develop a critical understanding of relevant theory, policy and the importance of anti-discriminatory and evidence-based practice in relation to health and social care. Level 6 continues to have a strong vocational and work-based learning strand which will enable students to develop a range of transferable, employability enhancing skills needed for effective practice.

Educational Aims

The course is designed to:

- deepen students' knowledge base and understanding of key aspects of health and social care practice and the wider social, policy, legal and organisational environment within which they are situated both within the UK and internationally.
- develop students' key academic and professional skills, in particular enquiry, research and transferable skills that enhance the effectiveness and employability of health and social care practice graduates within a flexible labour market.
- promote students' awareness and understanding of comparative dimensions of health and social care, the nature of discrimination and inequality in health and social care practice and of measures to combat their effects.
- develop students' ability to work both independently and collaboratively as a means of addressing many of the complexities inherent in health and social care services.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
xxxxxx-6	6	15	Developing Practice-based Project Proposals in Health and Social Care	Core
xxxxxx-6	6	15	Care of Older People: Health and Social Care in an Ageing Society	Option
xxxxxx-6	6	15	Childhoods in a Global Context	Option
xxxxxx-6	6	15	Disability Politics and Protest	Option
xxxxxx-6	6	30	Innovations in the Human Services	Core
xxxxxx-6	6	30	Practice-based Enquiry in Health and Social Care	Core
xxxxxx-6	6	15	Leadership and Management in the Human Services	Core
xxxxxx-6	6	15	Safeguarding in Health and Social Care Practice	Core

Course-Specific Regulations

None

Entry requirements

Students must have a relevant L5 qualification - FdA/HND Health & Social Care Practice; FdA/HND Health & Social Care and when studying for this qualification will need to have had appropriate work experience in the sector.

Not an entry requirement but students will be expected to undertake work-based learning as required by individual units, which can include paid employment, voluntary work, placement and/or internship.

Additional Course Costs

Students must fund their own employment/volunteer work where travel and subsistence is concerned. Students must fund their own travel to the University of Bedfordshire if they opt to visit the University Library.

In some units there will be arranged visits to employers/organisations (estimated maximum cost for the course is £50).

For certain jobs and/or voluntary work a disclosure barring service check will be necessary (see costs at: <https://www.gov.uk/disclosure-barring-service-check/overview>).

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- apply theoretical approaches and current/new subject-specific knowledge to their health and social care practice in a confident and open-minded manner whilst committed to evidence-based approaches, equal opportunities and anti-discriminatory practice
- assess, argue, develop and reach conclusions that address health and social care issues and needs of individuals and groups both when working independently (using own initiative and resourcefulness) and when operating flexibly and with interpersonal and team working skills in multi-agency teams (to augment a shared understanding of effective practice in a variety of workplace settings)
- continuously reflect, apply new learning and proactively seek opportunities to demonstrate creativity, adaptability and a systematic approach when evaluating issues (requiring investigation and action) and conducting practice-based enquiry and small scale research projects for a range of stakeholders within health and social care workplace settings

Course Learning Outcomes

At the end of the course, a graduate of typical standard will be able to:

1. articulate reasoned arguments that demonstrate a critical understanding of the key concepts, theories, issues and relationships in health and social care practice and an ability to locate these within historical, contemporary, legal, policy and organisational contexts both in the UK and globally.
2. critically evaluate the interrelationship between health and social care and between the agencies, practitioners and individuals involved in their provision and in doing so, demonstrate knowledge of, and responsiveness to the varied needs of health and social care service user groups and individuals.
3. demonstrate confident familiarity with a range of issues and theories relating to the impact of difference and diversity in health and social care and an evidence-based, ethical and anti-discriminatory approach required within learning and operational contexts in health and social care settings.
4. critically appreciate the role of research in understanding health and social care needs of, and challenges faced by, individuals, groups and communities and in the promotion of change where merited.
5. utilise systematic approaches and appropriate enquiry and research methodologies when collaboratively and independently conducting practice-based enquiry and evaluating resultant practical solutions.
6. apply a range of professional skills (including an ability to clearly communicate information, ideas, arguments, problems and solutions and exhibit flexibility, interpersonal and team working skills) in health and social care practice settings e.g. multicultural and multidisciplinary environments.
7. critically reflect upon and self-appraise practice and progress as an integral part of taking the initiative and managing their own learning and continuing professional development within the field of health and social care.

PSRB details

Not applicable.

Learning and Teaching

Learning and teaching focuses upon specialist subject knowledge, critical reflection, problem-solving, policy and practice evaluation and supporting your project work. The teaching staff have research as well as health/social care professional practice experience. You will have lectures, workshops and seminars where small groups are often tasked to tackle work-based problems based around the application of theory to practice. Case studies, projects, live work scenarios are informed by the workplace. Guided learning via the Virtual Learning Environment includes directed reading and research, podcasts and interactive activities e.g. quizzes and discussion boards. As this is Level 6, independent and autonomous learning is key with the major practice-based project work allowing you to demonstrate an evidence-based approach, your enquiry and research skills, your ability to work independently, and your ability to present your conclusions and outcomes clearly and in an appropriate format. You will be supported and encouraged to use critical reflection for personal, professional development and career planning.

Assessment

A range of assessment methods are used to enable you to meet the course learning outcomes and graduate impact statements including: reports (project and work-based), portfolios, oral presentations and taking part in a case conference. Assessments will also develop key skills needed for working in health and social care fields, such as the ability to communicate clearly, reflect and self-appraise practice as an independent learner, and to be a team player. Any group work used is individually assessed. The *'Developing Practice-based Project Proposals in Health and Social Care'* and *'Practice-based Enquiry in Health and Social Care'* units in combination allow you to undertake an in-depth project and communicate knowledge, findings and outcomes demonstrating your ability to implement and deliver a self-directed, complex and solution focused task.

Formative assessments enable you to gain feedback from your unit tutor, and on occasions, peers, aimed at supporting your learning and progress towards the summative assessment. There will be often input from employers and/or work place mentors during the assessment process dependent upon specific arrangements made in the unit.

You will be required to ensure that the work you submit for assessment is your own. All coursework submitted is subject to university procedures for the detection of plagiarism.

Assessment Map (full-time - two semesters)

Unit Code		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Developing Practice-based Project Proposals in Health and Social Care	C o r e				WR- WB			F/M		WR- WB																
Care of Older People: Health and Social Care in an Ageing Society	O p t							WR-I			F/M															
Childhoods in a Global Context	O p t							CW- WR			F/M															
Disability Politics and Protest	O p t							PR- Oral			F/M															
Innovations in the Human Services	C o r e		WR-I			F/M				PJ- Proj/ PR- viva																
Practice-based Enquiry in Health and Social Care	C o r e													PR- Oral		F/M										WR- WB
Leadership and Management in the Human Services	C o r e																						CW- Port			F/M
Safeguarding in Health and Social Care Practice	C o r e																	WR-I			F/M				PR- Oral	

Table explanation – for both tables: All units are core (C). The numbered weeks indicate the week in which the assessment is due. The week in which feedback on assessed work is given is indicated by F and M is used to note the week when marks are available. Assessment types used in the course and codes are: CW-Port (Portfolio); CW-WR (Reflective writing); PJ-Proj (Project report); PR-Oral (Oral presentation); PR-OT Practical skills assessment (one unit - discussion contribution and leadership/ one unit - professional discussion); PR-viva (Viva); WR-I (Individual report); WR-WB (Work-based report).

Assessment Map (part-time - three semesters)

Unit Code		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Care of Older People: Health and Social Care in an Ageing Society	C o r e							WR-I			F/M															
Childhoods in a Global Context	O p t							CW- WR			F/M															
Disability Politics and Protest	O p t							PR- Oral			F/M															
Innovations in the Human Services	C o r e		WR-I			F/M																				
Developing Practice-based Project Proposals in Health and Social Care	C o r e																			WR- WB			F/M		WR- WB	
Leadership and Management in the Human Services	C o r e																						CW- Port			
Safeguarding in Health and Social Care Practice	C o r e																	WR-I			F/M				PR- Oral	
Unit Code		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45										
Practice-based Enquiry in Health and Social Care	C o r e			PR- Oral		F/M										WR- WB										

Developing your employability

We recognise that you are already in work, either in a paid or voluntary capacity or on a placement. The course seeks to utilise and build upon your work experience by focusing your learning on developing further skills, knowledge and understanding to enable you to apply that learning to your working environment and succeed when working in health and social care settings. Following your foundation degree/HND your employability will be further enhanced through a range of activities such as: involvement in the application of concepts and theories in industry-related scenarios and practice-based experiences (e.g. case studies drawn from industry and real life briefs).

Whilst the ability to work effectively as part of a team and to achieve objectives through partnership working features strongly at Level 6, your ability to learn independently and keep up-to-date in the ever-changing world of health and social care work will be equally nurtured, regarded as critical to your continuing professional development and employability.

After Graduation

Whilst we appreciate that the majority of you are already in work, either in a paid or voluntary capacity the course prepares graduates for a range of roles in the wider health and social care sectors, including the not-for-profit (voluntary), private sector and public sector. If you are already in employment you will be encouraged to engage with career development and progression opportunities with your employer. If you are undertaking voluntary work, you will be encouraged and supported to grow your work experience with a view to seeking employment opportunities in the future.

Typical graduate destinations include:

- Direct work with service users in areas such as:
 - Children and families
 - Drug and alcohol misuse
 - Mental health
 - Services for young, older and disabled people
- Work in other areas of the human services such as:
 - Health promotion/Public Health
 - Welfare
 - Community development

Additional Information

Level 6 has a strong work-based learning strand which will enable you to further develop a range of transferable, professional and employability-enhancing skills needed for effective practice. Given you are already in work, either in a paid or voluntary capacity you will be encouraged to critically reflect upon and evaluate elements within practice settings and to explore ways to change and enhance practice using evidence-based and ethical approaches.

In addition to what the curriculum offers, you will have opportunities to take part in activities that do not receive academic credit but nonetheless should have value to you both personally, for your professional development and career enhancement. For example, co-student mentorship in local organisations and becoming a student representative. All Health and Social Care Practice students are eligible to become a member of one of the School's student societies - the Health and Social Care Society. The Society is organised by students for students, one benefit being students getting a chance to meet with other students at different levels of study within Health and Social Care courses.

Student Support during the course

All students will be allocated a personal tutor at the start of the course who normally meets you once a week for group and/or one-to-one tutorials and providing academic support and monitoring of academic and professional development. Together you will discuss progress and how best to organise your

learning and time to help you succeed on your course. The initial meeting will focus on clarifying the study programme, particularly key for part-time students. Personal tutors can give you course and careers guidance and help resolve concerns you may have. Personal tutors will refer you on to appropriate services in the event of issues that lie outside their responsibility.

To support you in your workplace activity you will have a workplace mentor who will be supporting you in planning and managing activities and developing your skills.

Academic support is provided by the unit tutors directly in the first instance. In the event that the unit tutor is unable to satisfactorily resolve any issues, it will be brought to the attention of the course leader for appropriate action.

You will also have access to an elected Student Representative for your course, who will represent students on the course at the local Course Committee and the Portfolio Executive Committee. The University's Open Access Study Hub Online resources (a Learning Resources service that provides students with opportunities to develop academic skills) is available remotely (see the course handbook for further information).

You will have access to the full range of student services and support offered by your College (see the course handbook for further details) and many of the University's support services. Additional help is provided for students who may need support due to a disability, sensory impairment, learning difficult or medical condition.

The School of Applied Social Studies works closely with the Careers and Employment Service. It also hosts a Going Professional Conference every year where employers and graduates are available to discuss your current and future career options. As a student of a Partnership College on the Health and Social Care Practice course, you will be invited to attend this day with other Level 6 students that attend courses in the School of Applied Social Studies on the Luton campus. For more information on the services offered go to: <http://careers.beds.ac.uk/>

Course Equality Impact Assessment

Equality and diversity considerations are important in all aspects of the approach to teaching and learning on the course and each of the impact assessments accord with:

Equalities Challenge Unit (ECU) guidance available at: <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

The following University Equality Impact Assessment has been undertaken for the course and identifies any additional support.

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	The promotion of the course is open and inclusive in terms of language, images and location.
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Some aspects of the curriculum might present difficulties for disabled students. However, as with any employment and volunteer environments the student will have a conversation with the employer to ensure they are not discriminated against and that the environment is accessible.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	No element of the course will have an adverse impact on any group with protected characteristics.
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	Interviews are held largely to discuss with students access to appropriate work opportunities that will enable them to complete the course. The interviews are supportive in nature and involve more than one interviewer.
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	Confirmation can be given that the course learning outcomes and graduate impact statements are framed in a non-discriminatory way.
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	Confirmation can be given that the course handbook makes appropriate reference to the support of disabled students.

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Administrative Information – Faculty completion	
Faculty	Health and Social Sciences
Portfolio	Undergraduate Applied Social Studies
Department/School	School of Applied Social Studies
Course Coordinator	tba
Trimester pattern of operation	Full-time: <u>October start</u> Oct (Semester 1), Feb (Semester 2) Part-time: <u>October start</u> Oct (Semester 1), Feb (Semester 2), Oct (Semester 1)
PSRB renewal date (where recognised)	Not applicable
Version number	1/17
Approved by (c.f. Quality Handbook ch.2)	University Validation Panel
Date of approval (dd/mm/yyyy)	22/05/2017
Implementation start-date of this version (plus any identified end-date)	2017/2018
Study model type (e.g. study centre)	

Form completed by:

Name: Date:

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Health and Social Care Practice (Level 6 only)
Qualification	BA (Hons)
Route Code (SITS)	
Faculty	Health and Social Sciences
Department/School/Division	School of Applied Social Studies
Version Number	1/17

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	Developing Practice-based Project Proposals in Health and Social Care	Care of Older People: Health and Social Care in an Ageing Society	Childhoods in a Global Context	Disability Politics and Protest	Innovations in the Human Services	Practice-based Enquiry in Health and Social Care	Leadership and Management in the Human Services	Safeguarding in Health and Social Care Practice
Level	6	6	6	6	6	6	6	6
Credits	15	15	15	15	30	30	15	15
Core or option	Core	Option	Option	Option	Core	Core	Core	Core
Course Learning Outcome (number)								
CLO1	LO1	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1	LO1	LO1 and LO2	LO1 and LO2
CLO 2		LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1		LO1
CLO 3	LO1	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2		LO1
CLO 4	LO1 and LO2	LO1 and LO2	LO1	LO1 and LO2	LO2	LO1 and LO2	LO2	LO1 and LO2
CLO 5		LO2	LO2	LO2		LO2	LO2	LO2
CLO 6	LO2	LO2	LO2	LO2	LO2	LO1 and LO2	LO2	LO1 and LO2
CLO 7	LO2				LO2	LO2		LO2

At the end of the course, a graduate of typical standard will be able to:

1. articulate reasoned arguments that demonstrate a critical understanding of the key concepts, theories, issues and relationships in health and social care practice and an ability to locate these within historical, contemporary, legal, policy and organisational contexts both in the UK and globally.
2. critically evaluate the interrelationship between health and social care and between the agencies, practitioners and individuals involved in their provision and in doing so, demonstrate knowledge of, and responsiveness to the varied needs of health and social care service user groups and individuals.
3. demonstrate confident familiarity with a range of issues and theories relating to the impact of difference and diversity in health and social care and an evidence-based, ethical and anti-discriminatory approach required within learning and operational contexts in health and social care settings.
4. critically appreciate the role of research in understanding health and social care needs of, and challenges faced by, individuals, groups and communities and in the promotion of change where merited.
5. utilise systematic approaches and appropriate enquiry and research methodologies when collaboratively and independently conducting enquiry and evaluating resultant practical solutions.
6. apply a range of professional skills (including an ability to clearly communicate information, ideas, arguments, problems and solutions and exhibit flexibility, interpersonal and team working skills) in health and social care practice settings e.g. multicultural and multidisciplinary environments.
7. critically reflect upon and self-appraise practice and progress as an integral part of taking the initiative and managing their own learning and continuing professional development within the field of health and social care.

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BA (Hons) Level 6 Health and Social Care Practice
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FHEQ Descriptor for a higher education qualification	Level 6: <i>Bachelor's degrees with honours are awarded to students who have demonstrated:</i>	Course Learning Outcome(s)						
		1	2	3	4	5	6	7
<ul style="list-style-type: none"> a systematic understanding of key aspects of their 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 a discipline 		X	X	X	X			
<ul style="list-style-type: none"> an ability to deploy accurately established techniques of analysis and enquiry within a discipline 		X		X	X	X		X
<ul style="list-style-type: none"> conceptual understanding that enables the student: <ul style="list-style-type: none"> - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 		X		X	X	X	X	X
<ul style="list-style-type: none"> an appreciation of the uncertainty, ambiguity and limits of knowledge 			X			X	X	X
<ul style="list-style-type: none"> the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). 				X	X			X
Typically, holders of the qualification will be able to:								
<ul style="list-style-type: none"> apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects 		X		X		X	X	X
<ul style="list-style-type: none"> 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 			X		X			X
<ul style="list-style-type: none"> communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. 		X				X	X	
And holders will have:								
<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or 		X	X	X	X	X	X	X

equivalent nature.								
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Subject Benchmark Statement(s)	<i>Social Policy (QAA, 2016) Subject Benchmark Statement threshold standards (Health and Social Care is an included field)</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i> Through the curriculum, teaching, learning and assessment in general and the students being required to meet the Course Learning Outcomes 1-7, in particular:
Knowledge and understanding/subject-specific skills (from 5.3/5.4) demonstrating:		
- general knowledge, understanding and awareness of key aspects, issues, theories, concepts, perspectives, values and principles and methods of Social Policy		CLO1; CLO2; CLO3; CLO4
- sensitivity to the values and interests of others and appreciating the diversity of human needs and how they can be addressed		CLO3; CLO4; CLO5; CLO6
- knowledge of research methods to provide informed commentary about the reliability of research evidence.		CLO2; CLO3; CLO4; CLO5
Generic intellectual skills (5.5) demonstrating:		
- problem-solving skills		CLO2; CLO5; CLO6
- data collection and research skills		CLO3; CLO5
- evaluative and analytical skills		CLO1; CLO2; CLO3; CLO4; CLO5; CLO7
- creative and independent reasoning		CLO1; CLO2; CLO4; CLO5; CLO6;CLO7
Generic transferable skills (5.6) demonstrating:		
- communication skills		CLO1; CLO4; CLO5; CLO6
- self-management of learning		CLO4; CLO7
- team work skills		CLO2; CLO4; CLO6
- information and communications technology skills		CLO3; CLO4; CLO5; CLO6
- academic conventions		CLO1; CLO3; CLO4; CLO6; CLO7

The format of the following mapping tables may be adjusted.

Qualification Characteristic	<i>Not applicable</i>	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>

Professional body or other external reference points	<i>Not applicable</i>	Evidence <i>How the course takes account of Professional body or other external reference points</i>