

Nottingham Trent University Course Specification

Basic Course Information	
1.	Awarding Institution: NOTTINGHAM TRENT UNIVESITY
2.	School/Campus: SCHOOL OF SOCIAL SCIENCES/ CITY
3.	Final Award, Course Title and Modes of Study: BA (Hons) Health and Social Care FT and PT
4.	Normal Duration: 3 Years FT / 6yrs PT
5.	UCAS Code: L510
6. Overview and general educational aims of the course	
<p>The BA (Hons) Health and Social Care degree course is designed to be the springboard to a professional career in the health and social care services. It draws together theory and practice and is aimed at those who enjoy working with people, want to work in the 'caring professions' and wish to gain a relevant academic qualification. It is equally suited to those who want to keep their options open and those who may already have some idea of where their career aspirations lie. Key principles of inclusion, development and partnership underpin the content of the course and our philosophy in working with students. The course will be particularly relevant for you if you are interested in widening your career opportunities as it is designed to provide you with the necessary knowledge, skills and workplace learning to enable you to work effectively in health and social care within a wide range of settings.</p> <p>As a subject discipline, Health and Social Care combines elements of sociology, psychology, policy and ethics. The course incorporates a wide range of teaching methods including lectures, seminars, workshops, independent and group projects, e-learning and video work. You will study a number of compulsory modules with the opportunity to develop areas of interest and specialism through a series of options.</p> <p>As you progress through the course and take advantage of ongoing careers advice and support, you may begin to develop a clearer picture of your specific interests and so wish to specialise in one aspect of health and social care. A specialist option (20cp) at level 2 of - Criminal Justice, Guidance and Counselling, Policy and Practice, or Health and Well Being - allows you to specifically focus your studies and at Level 3, there are a further 60 credits of specialist options plus an individual project in which you will explore a specific issue of your choice relevant to your studies.</p> <p>In professional terms, the organisation and delivery of Health and Social Care services is undergoing significant change, with new partnerships, new ways of working and the development of new practitioner roles offering challenges and opportunities for service providers and workers and this modern course is designed to equip you with the knowledge, skills and values to meet these future professional challenges.</p> <p>The course aims and outcomes together address the three key themes identified in the</p>	

QAA Statement of Common Purpose for Subject Benchmarks for the Health and Social Care Professions which are:

- 1) Values in health and social care practice
- 2) The practice of health and social care
- 3) Knowledge and understanding for health and social care practice

The course aims to:

Develop in students the appropriate knowledge, understanding, skills, and values required for them to work, research or continue their studies in health, social care and social professions;

Respond to, and reflect, change and development in health and social care policy, practice and theory;

Provide a range of educational experiences, through flexible learning routes and suitable work-based experiences, for a diverse student population; and

Enable students to learn how to become a reflective learner and to promote learning throughout their careers.

The course has the feature of providing an academically rigorous and vocationally relevant student experience. Students are able to engage in work-based experiential learning options at level 2 and 3 to explore potential career aspirations and build experience in the workplace.

Additionally, the University has identified important qualities and skills that should be expected from any graduate of NTU. The course learning outcomes (see below) reflect these closely and teaching and assessment of these qualities and skills is embedded in modules at all three levels of the course.

7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

- Apply a critical understanding of underpinning values and ethics in health and social care to the promotion of service users' rights, dignity and independence and their protection from harm. (B)
- Use knowledge of factors that impact on health and wellbeing to assess need and plan, implement and evaluate interventions to meet identified needs. (B)
- Evaluate relevant theories, policies and philosophies and apply them effectively in a range of health and social care settings across informal, voluntary, public and private sectors.
- Demonstrate an integrative understanding of the need to retain public trust and confidence through the understanding of concepts such as professionalism, accountability, rights, responsibility, freedom, authority,

power, quality, and the knowledge and application of relevant legislation. (B)

- Critically reflect on practice issues, the role of personal and professional standards, and organisational contexts in ensuring the delivery of high quality health and social care services.
- Analyse and evaluate research and other forms of evidence, using this to inform and enhance decision making and practice in health and social care. (B)

PLEASE NOTE: (B) indicates that the learning outcome reflects the draft QAA Statement of Common Purpose for Subject Benchmarks for the Health and Social Care Professions.

Additional Outcomes relevant to the specialist area of interest:

- Demonstrate a comparative knowledge and understanding of core specialist knowledge in Guidance and Counselling theory / core Public Policy theory / core Criminological theory / core theory relating to Health and Wellbeing.
- Critically analyse and evaluate specialist systems and practice models in Guidance and Counselling / Leadership and approaches to Policy implementation / Criminal Justice service / Health and Wellbeing.

Skills, qualities and attributes

By the end of the course you should be able to:

- Contribute to the ongoing development of high quality health and social care practice. (B)
- Think critically and analytically to develop a coherent line of argument orally and in writing following academic conventions.
- Apply interpersonal and communication skills to promote effective working with a range of health and social care service users and colleagues in a variety of contexts. (B)
- Demonstrate an integrative understanding of and respect for diversity and difference, inclusion, diversity and promote anti-oppressive practice. (B)
- Show competence in using information, communication and technology skills relevant to health and social care practice as well as skills of critical reflection to process, retrieve, analyse and present data, enhance personal and professional development and support lifelong learning. (B)
- Apply personal diagnostic and analytical skills to inform individual strategies for producing personal career planning and employability goals.
- Promote effective teamwork and collaboration by applying knowledge and understanding of teamwork and the benefits of, and barriers to, effective inter-disciplinary and inter-agency work in health and social care. (B)

8. Teaching and Learning Methods

A wide variety of teaching and learning methods will be used to encourage participation and independent learning as well as the development of transferable skills and NTU Graduate Attributes. They include:

Lectures (mainly interactive as part of a longer teaching session); Workshops and Seminars; Role plays and group exercises; Paper presentations; Audio visual

presentations; Directed learning e.g. time for preparation for seminars, workshops and audio visual work; online internet or Drop Box based exercises; practical experience through specific modules such as Working with People, and Practice of Counselling.

These methods are not mutually exclusive. For example, small group work and other types of student input may occur in 'formal' lectures, and audio visual presentations may provide the basis for workshops and seminars. As you progress through the course you will be expected to show increased independence in your approaches to learning and in your ability to apply your learning to practice. Directed learning is an important element of teaching and learning. It adds structure to your independent learning, whether in preparation for a future teaching session or to consolidate what has been taught. Module leaders use a range of ideas for directed learning including 'real life' observational exercises, preparation of seminar papers and non-assessed presentations, short loan material, researching on the internet and self-assessment quizzes.

There are various opportunities for you to develop and extend your practical and professional skills during the course. In particular, independent project work will enable you to acquire and extend these skills as you become an independent and autonomous learner. Throughout the course you are required to undertake independent directed reading to supplement and consolidate what is being taught and learnt in the structured and scheduled sessions, and to broaden your individual knowledge and understanding of health and social care issues and debates.

E-learning will enhance the learning opportunities offered to you as you progress through the course. You will have access to computers at NTU and will be registered users of Nottingham Trent University's Online Workspace (NOW) for programme and module information, resources for study, news and email. Additionally, the University's Online Workspace is fully compatible with mobile devices.

Personal and professional development is a central aspect of the course. Throughout your studies you will be required to complete a Personal and Professional Development Portfolio which will enhance reflection on your academic and professional learning, performance and achievement.

9. Assessment Methods

The course's assessment methods are as varied as possible. We use a wide range of approaches which acknowledge that you have varied learning styles, capabilities and preferences. The methods chosen will test whether you have achieved the module learning outcomes and provide you with opportunities to demonstrate what you have

learned. The idea is that you will find the assignment tasks challenging, relevant and enjoyable. All assessments test a range of transferable skills in addition to subject specific knowledge and understanding.

Methods used include: essays; reports and short pieces of writing; seen and unseen examinations; individual and group presentations; independent projects; video exercises; poster presentations and computer based tests; role play exercises in which students are asked to perform in the role of a policy stakeholder.

You are provided with full briefing for your assignments and, to ensure equity, anonymous marking is in place. In addition, for many assignments double marking will occur.

On the whole, in the first year, you are given smaller, relatively straightforward assessment tasks with fairly prescriptive guidance. In Years 2 and 3, assessments increase in complexity as you gradually become more independent in your learning. The final year integrative project is an opportunity for you to bring together knowledge and skills developed on the course into an in-depth study of one particular aspect of health and social care that is of interest to you.

The overall balance of assessment over the course is approximately (depending on options chosen) 20-30 % seen and unseen examinations, and 70-80% coursework assignments. More exams occur within year 2 of the programme.

You will find there is a balance between formative and summative assessment, generally, you will be given short tasks to do during the year, upon which you will be given feedback, to develop the necessary knowledge and skills to enable you to succeed in the summative assignments.

To help you with your general progression through the Course, you will receive feedback on all your assignment tasks to enable you to identify the strengths in your work and aspects that need further development for you to discuss with your personal tutor. Also, some modules in the course incorporates feedback on diagnostic assessments which will enable staff to provide you with more informal feedback on your progress and development.

10. Course structure and curriculum

During your studies you are encouraged to gain experience of work and/or volunteering within Health and Social Care organisations. In Level 1 you will receive guidance on developing a personal development plan which focuses on your future employability. In personal tutorials you will also receive guidance and support to enhance your employability skills through direct experience of working in health and

social care organisations. This can be done in a variety of ways: through a project module in the first year; volunteering activities alongside your studies, and the work-based experience and practice modules - options that can be taken in your second or third year.

We have chosen the modules carefully so that the course outcomes are developed throughout your studies. A full honours degree consists of 120 credits at each of the three levels. In the first year, you all study the same subjects, though there is sufficient flexibility in the assessment tasks to allow you to follow your specific interests. From Level Two onwards a choice of options enables you to begin to focus your studies rather more on one particular area of health and social care by choosing options in guidance and counselling, criminal justice, policy and leadership or health and wellbeing. Some options are 'core' for specific specialisms.

The following modules make up the B.A. (Hons) Health and Social Care curriculum. The module credits are indicated after each module:

Level One Core Modules

Foundations to Health and Social Care (20)
Research and Professional Practice (20)
Introduction to Social Policy (20)
Working with People (40)
Human Growth and Development (20)

Level Two Core Modules

Key Themes in Health and Social Care (20)
Research in Health and Social Care (20)
Philosophical Political & Ethical Debate in Health and Social Care (20)
Safeguarding in Practice (20)
Managing Health and Social Care (20)

Level Two Optional Modules

You make up 20 credits from:

People, Place and Inequalities (20)
Introduction to Criminal Justice (20)
Theories of Counselling (20)
Experience of Professional Practice (20)

Level Three Core Modules

Individual Integrated Project (40)
Leading Teams (20)

Level Three Optional Modules

You make up 60 credits from:

Practice of Counselling (20)
Understanding Mental Health and Illness (20)
Living Places (20)
Advice and Guidance Interventions (20)
Current Issues in Criminology (20)
Working in Professional Practice (20)
Young People, Crime and Justice (20)
Understanding Policy Environments (20)
Health Promotion & Multidisciplinary Public Health(20)

Due to staffing and specialist knowledge required to teach certain subjects, it may not always be possible to offer the full range of generic options every year but students will be notified in advance if this is the case.

Criminal Justice

This specialism examines core criminological theory and practice and may be a useful introduction if you want to work in the Criminal Justice system.

Level 2: Introduction to Criminal Justice (20).

Level 3: Current Issues in Criminology (20) Young People Crime and Justice (20), plus 20 credits of choice.

Guidance and Counselling

This specialism examines core Guidance and Counselling theory, services and practice and may be a useful introduction if you want to use counselling skills in your work.

Level 2: Theories of Counselling (20).

Level 3: Advice and Guidance interventions (20) and Practice of Counselling (20) plus 20 credits of choice.

Policy and Practice

This specialism examines issues in policy and leadership and may be a useful introduction if you want to work in strategic and managerial roles.

Level 2: Experience of Professional Practice (20).

Level 3: Understanding Policy Environments (20) and Working in Professional Practice (20), plus 20 credits of choice.

Health and Well Being

This specialism examines sociological, environmental and lifestyle determinants of health and is suitable for those wishing to work in health services including public health and health promotion.

Level 2: People, Place and Inequalities (20) .

Level 3: Understanding Mental Health and Illness (20) and Health Promotion (20) , plus 20 credits of choice.

11. Admission to the course

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the course information web page.

12. Support for Learning

We run a comprehensive three day induction course which introduces you to the Health and Social Care course and all the support systems available to you. You will also have access to the course handbook that provides all the essential information about the course and the support we provide for your learning but some of the main points are highlighted below.

The Course Leader oversees all students enrolled on the course and it is the role of the year one tutor to ensure that additional support and guidance is available when you first embark on your studies. You will be allocated a personal tutor who will monitor your progress on an individual basis and provide support in relation to study, personal development planning and any personal difficulties that may impact on your studies. Also, Student Mentors from Level 2 and 3 provide an informal, friendly ear and are there to answer your questions and point you to the appropriate sources of support. Year tutors at levels one, two and three oversee the running of the respective years and offer an additional level of pastoral and learning support.

Module leaders have considerable expertise in their subject areas; many have been practitioners in the Health and Social Care before starting their academic careers. All are happy to discuss your work and answer questions you might have in relation to their subject.

Transition workshops, held at the end of your first and second year support your move to the next level of study by providing the opportunity for you to reflect on your learning, explore what will be expected of you at the next stage, gain information about the options available to you and make links between option choices and career planning.

Careers advice is offered throughout your three years on the course and Nottingham

Trent's University's Careers Service is available to all students, offering individual consultation and advice. In addition to our Employability Co-ordinator within the School of Social Sciences, the course team maintains close relations with colleagues in the Careers Service ensuring a high degree of familiarity with the needs of the typical Health and Social Care student. The University's Central Support Services offer a range of general, specialist and professional support services for students

The library and other learning resources are continually updated to ensure they are fit for purpose. The University offers extensive undergraduate facilities including state of the art electronic databases and journal collections. Many of these are available to you both on campus and via an internet linked computer anywhere in the world. The University prides itself on having a modern network of computer resource rooms, supplying the latest versions of popular and specialist software.

13. Graduate destinations / employability

You will complete your studies with a wide range of transferable skills that are appealing to any employer in any field of employment. You will have the confidence, experience and ability to succeed in making a difference to people's lives. Our graduates have excellent employment prospects. Careers guidance is embedded throughout the course from induction onwards and students are encouraged to enhance their employability prospects by gaining practice experience through the work based practice module and through voluntary or paid work in health and social care. Employers and professionals from a range of health and social care organisations provide input as guest speakers on the course. They provide guidance on projects at level one, two and three and act as mentors for students taking the work based experience and work based practice modules.

Previous students have entered careers in caring support roles, youth offending teams, Connexions, health promotion, hospital administration, housing, the police force and policy development. Others have gone on to lead projects aimed at reducing disadvantage within communities and targeted at groups or individuals with specific needs. Many graduates go on to study for further qualifications or higher degrees or further training for professional roles across health and social care including midwifery, social work and teaching.

The University's Careers Service is available to all students, offering individual consultation and exploring career aspirations and choices.

14. Course standards and quality

The quality management of the BA (Hons) Health and Social Care course has developed in line with University regulations and guidelines. The Course Committee

<p>includes student representatives from each year of the Course and meets once a term. This Committee oversees all quality management issues, particularly student feedback on module delivery. It is here that the Course Standards and Quality Report (CSQR) is presented. This is a report prepared by the members of the course management team which reflects on issues of standards and quality raised in the previous year.</p> <p>You will be given detailed feedback on all assessed work. There are two External Examiners with academic and professional qualifications in health and social care. Both Externals submit an annual report on the standards and quality of the course.</p> <p>One important aspect of quality control and enhancement operates at a local level through Module Leaders, who are encouraged to position themselves as 'reflective practitioners', critically evaluating the quality of their modules. External Examiners have commented on the notable quality of the modules and course. Ongoing student feedback is also systematically sought via student representatives from each year of the course who formally report to the Course Committee and who liaise more informally with Course Leader. Regular feedback is gained from students by the supportive and friendly staff team.</p> <p>The University was the subject of a successful institutional audit by the Quality Assurance Agency in May 2004. The Course was also part of a Periodic School Review in 2010.</p>
<p>15. Assessment regulations This course is subject to the University's Common Assessment Regulations (located in its Academic Standards and Quality Handbook). Any course specific assessment features are described below:</p>
<p>There are no course specific exceptions from the University regulations</p>
<p>16. Additional Information Collaborative partner(s): Course referenced to national QAA Benchmark Statements: Benchmarks for Statement of Common Purpose for Subject Benchmarks for the Health and Social Care Professions Subject Benchmark Statement for Social Policy and Administration and Social Work Draft Consultation Document for Subject Benchmark Statement for Social Policy and Administration Subject Benchmark Statement for Health Studies</p> <p>Course recognised by: Date implemented: May 2013 Any additional information:</p>
<p>None</p>