

## Nottingham Trent University Course Specification

<b>Basic Course Information</b>		
1.	Awarding Institution:	NOTTINGHAM TRENT UNIVESITY
2.	School/Campus:	SCHOOL OF SOCIAL SCIENCES/ CITY
3.	Final Award, Course Title and Modes of Study:	<b>BA (Hons) Health and Social Care FT and PT</b>
4.	Normal Duration:	3 Years FT / 6yrs PT
5.	UCAS Code:	L510
6.	<b>Overview and general educational aims of the course</b>	
<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 5 allows you to focus your studies and at Level 6, 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</p>		

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.

The course aims and outcomes together address the three key themes identified in the 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 allied 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 reflective practitioners and to promote learning throughout their careers.

The course provides an academically rigorous and vocationally relevant student experience. Students engage in work-based experiential learning at level 5 enabling them 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:

1. Critically analyse the diversity of experience, values and ethical perspectives associated with health and physical and mental well-being
2. Critically appraise the diversity and changing nature of determinants of health, the controversies that attend them and professional rationales concerning health interventions
3. Critically evaluate relevant policies, legislation and philosophies relating to health and ill-health, including theories of causality, professionalism, rights, power, and authority
4. 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
5. Use research findings to critically analyse contemporary issues at the forefront of health and physical and mental well-being
6. Apply knowledge and understanding of teamwork and the benefits of, and barriers to, effective inter-disciplinary and inter-agency work in health and social care.

**Skills, qualities and attributes**

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

7. Demonstrate the ability to employ information and digital technology to enhance communications in a variety of contexts.
8. Think critically and analytically to develop a coherent line of argument, orally and in writing, following academic conventions.
9. Identify and critically appraise research strategies, methodologies and ethics and be able to apply these in a variety of contexts.
10. Apply interpersonal communication skills to promote effective working with a range of health and social care service users and colleagues in a variety of contexts, including the ability to respond appropriately to equal opportunities and diversity issues in context.
11. Demonstrate competence in critical reflection, including the exercise of initiative and personal responsibility, to enhance personal and professional development and to support lifelong learning.
12. Demonstrate the ability to effectively articulate your transferable skills to health and social care employers.

## 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. They include:

Lectures, workshops and seminars; role plays and group exercises; presentations of student research; digital artefacts; directed learning e.g. time for preparation for seminars, workshops and presentations; online exercises; practical experience and field trips.

These methods are not mutually exclusive. For example, small group work and other types of student input may occur in 'formal' lectures, and 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 methods for directed learning including 'real life' observational exercises, preparation of seminar papers and non-assessed presentations, internet-based research, reading key texts and articles, and self-assessed 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 in the 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 aid reflection on your academic and professional learning, performance and achievement.

#### 9. **Assessment Methods**

The course's assessment methods are varied. We use a wide range of approaches, which acknowledge that we all have varied learning styles, capabilities and preferences. The methods chosen will test whether you have achieved the module learning outcomes and will provide you with opportunities to demonstrate what you have learnt. 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; individual and group presentations; independent projects; video exercises; poster presentations and computer based tests; role play exercises and the creation of digital artefacts such as blogs and videos.

You are provided with full briefing for your assignments. To ensure consistency of grades, moderation of assignment marks is carried out routinely and in certain cases for many assignments double marking will occur.

In the first year, you are given smaller, relatively straightforward assessment tasks with clear and structured guidance. In levels 5 & 6, 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 a particular aspect of health and social care that is of interest to you.

You will find there is a balance between formative and summative assessment. Generally, you will be given short formative tasks to do during the year, for 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 assignments to enable you to identify the strengths in

your work and aspects that need further development for you to discuss with your personal tutor.

#### 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 4 you will receive guidance on creating 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 a work-based Professional Practice module which is a core module in your second 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, every student studies the same subjects, though there is sufficient flexibility in the assessment tasks to allow you to follow your specific interests. From Level 5 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 modules from a range of options.

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

##### **Level 4 Core Modules**

Foundations in Health and Social Care (20)  
Current Issues in Health and Social Care (20)  
Social Policy for Health and Social Care (20)  
Working with People (20)  
Preparing for Practice (20)  
Human Growth and Development (20)

##### **Level 5 Core Modules**

Research in Health and Social Care (20)  
Managing Health and Social Care (20)  
Professional Practice (40)

Person Centred Interventions (20)

**Level 5 Optional Modules\***

**You make up 20 credits from:**

Making Sense of Health Improvement (20)

Engaging with Vulnerable Groups (20)

Mental Health and Well Being (20)

Health, Social Care and Crime (20)

**Level 6 Core Modules**

Individual Research Project (40)

Leadership in Health and Social Care (20)

**Level 6 Optional Modules\***

**You make up 60 credits from:**

Children's and Young People's Mental Health (20)

Healthy Places, Healthy People (20)

Young People and Social Care (20)

Health Promotion in Practice (20)

Global Health and Development (20)

Ageing in the 21<sup>st</sup> C (20)

\*A minimum of 10 students per option is required. Depending on the numbers of students choosing a module, it may not always be possible to offer the full range of options every year, but students will be notified in advance if this is the case.

**11. Admission to the course**

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

**12. Support for Learning**

We run a comprehensive induction week 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 essential information about the course and the support we provide for your learning. Some of the main points are highlighted below:

- 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. Year tutors at levels 4,5 & 6 oversee the running of the respective years and offer an additional level of pastoral and learning support. The Course Leader oversees all aspects of the course organisation.
- 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 of them are happy to discuss your work and answer any questions you might have in relation to their subject.
- Transition workshops, held at the end of your first and second years, support your move to the next level of study by providing the opportunity for you to explore what will be expected of you at the next stage, gain information about the options available and make links between option choices and career planning.
- Employability advice is available to all students throughout your three years on the course. In addition to our Employability Co-ordinator within the School of Social Sciences, the course team maintains close relations with colleagues in the Employability Team ensuring a high degree of familiarity with the needs of the typical Health and Social Care student. The University's 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.
- Specialist learning development support is provided by dedicated staff within the School of Social Sciences and centrally with Student Support Services.

**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. Employability advice is embedded throughout the course from induction onwards and students are enabled to enhance their employability prospects by gaining work experience through the Professional Practice module. Employers and professionals from a range of health and social care organisations provide input as guest speakers on the course and as consultants on curriculum development.

Our graduates have excellent employment prospects. In 2015 93% of our graduates were either in employment or further study 6 months after completing the course. Our graduates have entered careers in caring support roles, youth offending teams, health promotion, hospital administration, teaching, health care commissioning, housing, and the police. Others have gone on to lead projects aimed at reducing disadvantage within communities and targeted at groups or individuals with specific needs. Last year around 25% of our graduates went on to study for further qualifications for professional roles across health and social care including midwifery, occupational health, nursing, social work, and teaching. Others continue their studies on Masters courses in Criminology, Psychology, Public Health. (SOURCE: DHLE Survey)

Employability advice is available to all students, with a dedicated team offering individual consultation and exploring career aspirations and choices, including after graduation.

#### **14. Course standards and quality**

The quality management processes of the BA (Hons) Health and Social Care course follow University regulations and guidelines. The Course Committee 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.

Two External Examiners, with academic and professional qualifications in health and social care, submit an annual report on the standards and quality of the course.

Ongoing student feedback is also systematically sought both via the module evaluation system (Evasys) and through student representatives from each year of the course who formally report to the Course Committee.

Module leaders make use of regular feedback – both formal and informal – from students to reflect on and make improvements to learning materials, assessments and teaching delivery.

The University was the subject of a successful institutional audit by the Quality Assurance Agency in Feb 2015. The Course was part of a Periodic School Review in April 2015.

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:

There are no course specific exceptions from the University regulations

16. **Additional Information**

Collaborative partner(s): n/a  
 Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:

**Benchmarks for Statement of Common Purpose for Subject Benchmarks for the Health and Social Care Professions Subject Benchmark Statement for Health Studies**

Course recognised by:  
 Date this course specification approved:

n/a  
 March 2018

Any additional information: n/a