



**Programme Specification  
and Curriculum Map**

**Faculty of Arts and Science**

**BA (Hons) Health & Social Care**

**2019**

# Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA Honours Degree in Health & Social Care BA Degree in Health & Social Care Diploma in Higher Education in Health & Social Care Certificate in Higher Education in Health & Social Care.
<b>Teaching Institution</b>	Havering College of Further and Higher Education
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	April 2016
<b>Date of latest OU (re)validation</b>	April 2019
<b>Next revalidation</b>	
<b>Credit points for the award</b>	360 300 240 120
<b>UCAS Code</b>	L510
<b>JACS Code</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2019
<b>Underpinning QAA subject benchmark(s)</b>	Health Studies Social Policy
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	Not applicable
<b>For apprenticeships fully or partially integrated Assessment.</b>	Not applicable
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full-time
<b>Duration of the programme for each mode of study</b>	Three years
<b>Dual accreditation (if applicable)</b>	Not applicable
<b>Date of production/revision of this specification</b>	December 2018

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

#### 2.1 Educational aims and objectives

The aims of the programme are to provide students with appropriate and relevant learning opportunities to develop:

- the appropriate and relevant knowledge and understanding to holistically meet the needs of different services users in the Health and Social Care sector;
- the professional and practical skills and competencies that are required to work in a variety of Health and Social Care contexts;
- the leadership and management skills needed to promote good practice and to model appropriate values and beliefs in the workplace;
- self-awareness, reflection and evaluation skills necessary to be able to recognise and evaluate the impact of their practice on other people in their work setting;
- an appropriate understanding of the regulatory and legislative framework for Health and Social Care and to prepare students to work within this framework;
- professional accountability and a commitment to lifelong learning;
- transferable skills at graduate level.

The introduction of the work-related learning modules at levels 4 and 5 emphasises the importance of professional development and the link between theory and practice.

Havering College also offers the BTEC Level 3 Diploma/ Extended Diploma in Health and Social Care, the Level 3 Diploma in Health and Social Care (Adults) and the Level 3 Access to HE Diploma in Counselling and Health Professions. Students who are successful at Level 3 will be encouraged to pursue further achievement through progression onto this BA Honours Degree. The upcoming merger with Havering Sixth form who offer A level Health and Social Care, being part of the New City College Group (NCC) and the wider community, will increase recruitment opportunities.

#### 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme is not part of a hierarchy of awards / programmes.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Not applicable

#### 2.4 List of all exit awards

BA Honours Degree in Health & Social Care  
BA Degree in Health & Social Care  
Diploma in Higher Education in Health & Social Care  
Certificate in Higher Education in Health & Social Care.

### 3. Programme structure and learning outcomes

<b><u>Programme Structure - LEVEL 4</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Academic & Study Skills	20			No	1
Development across the human life course	20				1
Health & Wellbeing	20				2
Sociology and Psychology for Health & Social Care	20				1
Equality & Inclusion	20				2
Work-related Learning 1	20				2

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
A1: Structure, function and dysfunction of the human body in relation to health, illness and wellbeing.	Lecture/discussions, group work and active/collaborative learning, group presentations, peer review, individual and group tutorials. Essay and Case study.
A2: Physical and psychological stages of human growth and development.	Lectures, DVD's, note taking, independent research, sharing ideas from practice, reading a range of current research articles on the subject. Small and whole group discussion and debates. Essay.

## Learning Outcomes – LEVEL 4

### **3A. Knowledge and understanding**

A3: Principles of psychology in Health and Social Care.

Lectures, tutor support, ('phone, email, one to one), seminars including recall days, study days, interactive VLE, independent study and reading and assessment preparation. Essay.

A4: Sociological theory and social policy for Health and Social Care.

Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note making, work-based study, workshops. Essay.

A7: Legislation and professional and statutory codes of conduct that affect Health and Social Care.

Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note making, work-based study, workshops. Presentation and Case Study.

A8: Concepts that underpin research and ethical principles in Health and Social Care.

Introduce research to learners. Lectures, seminars, small group, whole group discussions, case studies and secondary research. Directed reading and tutor-led discussions will promote discussion of ethical issues relating to service user rights. E-portfolio with multiple choice exam.

A9: Understanding of evidence-based practice to improve own learning and performance.

Formative assessment will be undertaken via Q&A, short tasks, 1-1 tutorials, updating action plans on a sessional basis. Second semester studies will follow the pattern of workshops. Individual 1-1 tutor support. Work-based assessment.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
B1: Ethical dilemmas and conflicts in Health and Social Care.	Lectures, group activities, group discussions and role play. E-portfolio with multiple choice exam, presentation and case study.
B2: Understanding of the importance of keeping information about clients and patients confidential within the limits of duty of care, particularly in relation to safeguarding.	Students will consider safeguarding practices and policy to include an understanding of confidential practices and their importance. The role of relatives and other practitioners will also be examined using case studies and reflections on practice.
B3: Beliefs and value systems and anti-discriminatory practice.	Self-directed study, group and individual tutorials, guest speakers and lectures. Presentation, Case study and work-based assessment.
B6: Strategies to protect clients, patients, the public and colleagues from the risk of harm.	Students will research and reflect upon safeguarding policy, practice and incidents to assess vulnerability and factors which contribute to incidents of abuse. This will be linked to relevant theoretical models in order to develop an in-depth understanding of the causes of abuse and the role of the practitioner in preventing it. Work-based assessment.
B7: Strategies and interventions to protect clients and patients from risks of infection or other dangers in the environment.	Lecture/discussions, group work and active/collaborative learning, group presentations, individual and group tutorials. Response to a case study.
B9: Key concepts for public health in the UK to effectively contribute to the education of students, colleagues, clients, patients and the wider public.	Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note making, work-based study, workshops. Essay.

### 3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy / assessment method
C1: Skills and techniques developed from the programme of different pedagogical approaches used to support clients/patients.	Lectures, small group work, discussions and presentations of ideas. Comparing and contrasting a range of ideas. Independent research. E-portfolio with multiple choice exam.
C2: Plan care holistically to service users' needs.	Lectures, tutor support, interactive VLE, group work, independent study and reading. Tutor-led discussions surrounding identification of support needs, multiagency care, ideologies of care, lectures, small group, pair work and whole group discussions and debates, research other ideologies, work-based study and interrogation of practice.
C4: The role of the manager in ensuring that the staff team is continually engaged in professional development.	Lecture/discussions, group work and active/collaborative learning, group presentations, individual and group tutorials. Essay.
C5: How clients/patients are involved in the review of the effectiveness of the management of their health issues.	Students will research and explore a range of professional development opportunities and programmes in addition to recognising the value of a well-qualified workforce which meets local and national guidelines. They will consider strategies for encouraging continual professional development, offering training and development opportunities. Work-based assessment.
C6: How to improve the care given and learn from the experience.	Lectures, tutor support, interactive VLE, group work, independent study and reading. Response to a case study.
	Lectures, tutor support, ('phone, email, one to one), seminars including recall days, study days, interactive VLE, independent study and reading and assessment preparation. Response to a case study and presentation.

<b>3C. Practical and professional skills</b>	
C7: Audit and quality assurance procedures which contribute to effective risk management and good clinical governance and develop Health and Social Care policy and practice.	Case study. Discussions and debates surrounding own practice whilst sharing good practice with others. Independent research and study linking to practice. Essay.
<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
D1: Relevant information from a wide range of sources, using a variety of appropriate methods.	Independent reading, use of external links on VLE, reports, literature searches. Lectures, seminars, small group discussions, note-taking, case studies, lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note-making, workshops. E-portfolio with multiple choice exam, essay, presentation and case study.
D2: Approaches to evaluating information collected.	Tutor-led discussions surrounding interrogation of alternative ideologies, lectures, small group, pair work and whole group discussions and debates, research other ideologies, work-based study and interrogation of practice. Group discussion of ideas and experiences, planning and preparation for a presentation of their findings. Peer evaluation, independent study. Formulation of arguments and research plans. Practical tasks, questionnaire designs. Manage own learning, setting targets, working within specific time frames. Essay.
D3: Deploy a range of effective communication strategies.	Self-directed study, group and individual tutorials, guest speakers and lectures The learning session would comprise tutor input, lecture/discussion followed by some group discussion or individual reflection with whole class feedback. Individual writing tasks, peer sharing and group presentations. E-portfolio with multiple choice exam, presentation and work-based assessment.

<b>3D. Key/transferable skills</b>	
D4: Maintain prompt, relevant, clear, legible and accurate records.	Lectures, small group work, discussions, research and presentation of findings, ideas pertaining to legislation, service users rights, freedom, confidentiality, self-determination, philosophical ethics. Students will be expected to carry out independent reviews and evaluations of policy and practice. They will maintain records, ensuring they are clear and legible for future use. E-portfolio with multiple choice exam and case study.

**Exit award: Certificate in Higher Education in Health & Social Care**

**Programme Structure - LEVEL 5**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Care Values in Health & Social Care	20			No	1
Exploring Loss in Health & Social Care	20				2
Introduction to Research	20				2
Legislation & Policy in Health and Social Care	20				1
Safeguarding Individuals in Health and Social Care	20				1
Work-related Learning 2	20				2

**Intended learning outcomes at Level 5 are listed below:**

**Learning Outcomes – LEVEL 5**

**3A. Knowledge and understanding**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy / assessment method</b>
A3: Principles of psychology in Health and Social Care.	Lectures, tutor support, ('phone, email, one to one), seminars including recall days, study days, interactive VLE, independent study and reading and assessment preparation. Essay.
A5: Critical understanding of significant public health principles in Health and Social Care services in England.	Lectures, policy and practice, note-taking, evaluation, reading, independent study, group seminars, internet research, small group and whole debates, pair working. Reflective essay, exam and an evaluative reflective piece.
A7: Legislation and professional and statutory codes of conduct that affect Health and Social Care.	Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note-making, work-based study, workshops. Reflective

**Learning Outcomes – LEVEL 5**

**3A. Knowledge and understanding**

<p>A8: Concepts that underpin research and ethical principles in Health and Social Care.</p> <p>A9: Understanding of evidence based practice to improve own learning and performance.</p>	<p>essay, exam, evaluative reflective piece, academic poster and case study.</p> <p>Introduce research, Major Project and discuss formulation of a proposal within the first 4 weeks of study. Lectures, seminars, small group, whole group discussions, case studies and secondary research. Directed reading and tutor-led discussions will promote discussion of ethical issues relating to service user rights to refuse involvement in or withdraw from research. Consideration will be taken of ways to ensure service users welfare is paramount throughout. Report.</p> <p>Formative assessment will be undertaken via Q&amp;A, short tasks, 1-1 tutorials, updating action plans on a sessional basis. Second semester studies will follow the pattern of workshops. Individual 1-1 tutor support and independent study. Work-based assessment.</p>
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**3B. Cognitive skills**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Ethical dilemmas and conflicts in Health and Social Care.</p> <p>B2: Understanding of the importance of keeping information about clients and patients confidential within the limits of duty of care, particularly in relation to safeguarding.</p>	<p>Lectures, group activities, group discussions and role play. Reflective essay and report.</p> <p>Students will consider safeguarding practice and policy to include an understanding of confidential practices and their importance. The role of relatives and other practitioners will also be examined using case studies and reflections on practice. Academic poster and case study.</p>

### 3B. Cognitive skills

B3: Beliefs and value systems and anti-discriminatory practice.

Self-directed study, group and individual tutorials, guest speakers and lectures. Work-based assessment.

B4: Understanding of gaining appropriate consent from clients and patients.

The learning session would comprise tutor input, lecture/discussion followed by some group discussion or individual reflection with whole class feedback. Individual writing tasks, peer sharing (ensure support) and group presentations. Reflective essay, exam and evaluative reflective piece.

B5: Different strategies employed by care workers in responding to loss in service users.

The learning session comprises tutor input, lecture/discussion followed by some group discussion or individual reflection with whole class feedback. Individual writing tasks, peer sharing and group presentations. Essay.

B6: Strategies to protect clients, patients, the public and colleagues from the risk of harm.

Students will research and reflect upon safeguarding policy, practice and incidents to assess vulnerability and factors which contribute to incidents of abuse. This will be linked to relevant theoretical models in order to develop an in-depth understanding of the causes of abuse and the role of the practitioner in preventing it. Academic poster, case study and work-based assessment.

B7: Strategies and interventions to protect clients and patients from risks of infection or other dangers in the environment.

Lecture/discussions, group work and active/collaborative learning, group presentations, individual and group tutorials. Academic poster and case study.

### 3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
C1: Skills and techniques developed from the programme of different pedagogical approaches used to support clients/patients.	Lectures, small group work, discussions and presentations of ideas. Comparing and contrasting a range of ideas. Independent research. Essay.
C2: Plan care holistically to service users' needs.	Lectures, tutor support, interactive VLE, group work, independent study and reading. Tutor-led discussions surrounding identification of support needs, multiagency care, ideologies of care, lectures, small group, pair work and whole group discussions and debates, research other ideologies, work-based study and interrogation of practice. Lecture/discussions, group work and active/collaborative learning, group presentations, individual and group tutorials. Essay.
C3: Ways of recording judgements and decisions clearly to ensure effective safeguarding practices for clients and practitioners.	Students will examine the impact of good record keeping in ensuring the safety of clients. They will also be expected to research key case reviews of safeguarding breaches within the sector and the lessons learnt. Academic poster and case study.
C4: The role of the manager in ensuring that the staff team is continually engaged in professional development.	Students will research and explore a range of professional development opportunities and programmes in addition to recognising the value of a well-qualified workforce which meets local and national guidelines. They will consider strategies for encouraging continual professional development, offering training and development opportunities. Work-based assessment, exam and evaluative reflective piece.
C6: How to improve the care given and learn from the experience.	Lectures, tutor support, ('phone, email, one to one), seminars including recall days, study days, interactive VLE, independent study and reading and assessment preparation. Work-based assessment and reflective essay.

<b>3C. Practical and professional skills</b>	
C7: Audit and quality assurance procedures which contribute to effective risk management and good clinical governance and develop Health and Social Care policy and practice.	Case study. Discussions and debates surrounding own practice whilst sharing good practice with others. Independent research and study linking to practice. Exam and evaluative reflective piece.
<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
D1: Relevant information from a wide range of sources, using a variety of appropriate methods.	Independent reading, use of external links on VLE, reports, literature searches. Lectures, seminars, small group discussions, note-taking, case studies, Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note-making, workshops. Report, exam and evaluative reflective piece.
D3: Deploy a range of effective communication strategies.	The learning session would comprise tutor input, lecture/discussion followed by some group discussion or individual reflection with whole class feedback. Individual writing tasks, peer sharing and group presentations. Essay and work-based assessment.
D4: Maintain prompt, relevant, clear, legible and accurate records.	Lectures, small group work, discussions, research and presentation of findings, ideas pertaining to legislation, service users rights, freedom, confidentiality, self-determination, philosophical ethics. Students will be expected to carry out independent review and evaluation of policy and practice. They will maintain records, ensuring they are clear and legible for future use. Reflective essay, report, academic poster and case study.

**Exit award: Diploma in Higher Education in Health & Social Care**

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Public Health: Critical Perspectives	30				2
Mental Health: Contemporary Issues	30				1
Leadership & Management in Health & Social Care	30				1
Major Project	30				2

Intended learning outcomes at Level 6 are listed below:

<b>Learning Outcomes – LEVEL 6</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
A3: Principles of psychology in Health and Social Care.	Lectures, tutor support, ('phone, email, one to one), seminars including recall days, study days, interactive VLE, independent study and reading and assessment preparation. Research report.
A4: Sociological theory and social policy for Health and Social Care.	Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note-making, work-based study, workshops. Research report.
A5: Critical understanding of significant public health principles in Health and Social Care services in England.	Lectures, policy and practice, note-taking, evaluation, reading, independent study, group seminars, internet research, small group and whole debates, pair working. Exam and response to article.

## Learning Outcomes – LEVEL 6

### **3A. Knowledge and understanding**

A6: Health education to reflect Health and Social Care.

Reflect on aspects of current practice during lectures to problem solve and critique public health principles from a range of perspectives. Exam and response to article.

A7: Legislation and professional and statutory codes of conduct that affect Health and Social Care.

Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note-making, work-based study, workshops. Exam, response to article, academic poster, report, group presentation and essay.

A8: Concepts that underpin research and ethical principles in Health and Social Care.

Introduce research, Major Project and discuss formulation of a proposal within the first 4 weeks of study. Lectures, seminars, small group, whole group discussions, case studies and secondary research. Directed reading and tutor-led discussions will promote discussion of ethical issues relating to service user rights to refuse involvement in or withdraw from research. Consideration will be taken of ways to ensure service users welfare is paramount throughout. Research report.

A9: Understanding of evidence based practice to improve own learning and performance.

Formative assessment will be undertaken via Q&A, short tasks, 1-1 tutorials, updating action plans on a sessional basis. Second semester studies will follow the pattern of workshops. Individual 1-1 tutor support and independent study. Academic poster, report, presentation, essay and research report.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
B1: Ethical dilemmas and conflicts in Health and Social Care.	Lectures, group activities, group discussions and role play. Exam and response to article.
B3: Beliefs and value systems and anti-discriminatory practice.	Self-directed study, group and individual tutorials, guest speakers and lectures. Academic poster and report.
B4: Understanding of gaining appropriate consent from clients and patients.	The learning session would comprise tutor input, lecture/discussion followed by some group discussion or individual reflection with whole class feedback. Individual writing tasks, peer sharing (ensure support) and group presentations. Group presentation and essay.
B6: Strategies to protect clients, patients, the public and colleagues from the risk of harm.	Students will research and reflect upon safeguarding policy, practice and incidents to assess vulnerability and factors which contribute to incidents of abuse. This will be linked to relevant theoretical models in order to develop an in-depth understanding of the causes of abuse and the role of the practitioner in preventing it. Academic poster, report and research report.
B8: Effective leadership and management strategies to encourage the skills and contributions of colleagues to care for clients and patients.	Tutor will present information and direct reading on a range of relevant theories and management styles. Seminar discussions will encourage students to evaluate and criticise these and link these to the sector and the role of the manager in supporting staff. Students will use case studies to discuss current and relevant issues which affect the employment of staff in Health & Social Care Sector. Group presentation and essay.

<b>3B. Cognitive skills</b>	
B9: Key concepts for public health in the UK to effectively contribute to the education of students, colleagues, clients, patients and the wider public.	Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note-making, work-based study, workshops. Exam, response to article, group presentation and essay.
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
C1: Skills and techniques developed from the programme of different pedagogical approaches used to support clients/patients.	Lectures, small group work, discussions and presentations of ideas. Comparing and contrasting a range of ideas. Independent research. Academic poster and report.
C2: Plan care holistically to service users' needs.	Lectures, tutor support, interactive VLE, group work, independent study and reading. Tutor-led discussions surrounding identification of support needs, multiagency care, ideologies of care, lectures, small group, pair work and whole group discussions and debates, research other ideologies, work-based study and interrogation of practice. Lecture/discussions, group work and active/collaborative learning, group presentations, individual and group tutorials. Exam and response to article.
C4: The role of the manager in ensuring that the staff team is continually engaged in professional development.	Students will research and explore a range of professional development opportunities and programmes in addition to recognising the value of a well-qualified workforce which meets local and national guidelines. They will consider strategies for encouraging continual professional development, offering training and development opportunities. Group presentation and essay.

<b>3C. Practical and professional skills</b>	
C5: How clients/patients are involved in the review of the effectiveness of the management of their health issues.	Lectures, tutor support, interactive VLE, group work, independent study and reading. Academic poster, report, group presentation and essay.
C6: How to improve the care given and learn from the experience.	Lectures, tutor support, ('phone, email, one to one), seminars including recall days, study days, interactive VLE, independent study and reading and assessment preparation. Research report.
C7: Audit and quality assurance procedures which contribute to effective risk management and good clinical governance and develop Health and Social Care policy and practice.	Case study. Discussions and debates surrounding own practice whilst sharing good practice with others. Independent research and study linking to practice. Exam, response to article.
<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
D1: Relevant information from a wide range of sources, using a variety of appropriate methods.	Independent reading, use of external links on VLE, reports, literature searches. Lectures, seminars, small group discussions, note-taking, case studies, Lectures, reading of key texts and institutional policies, discussion and debates surrounding government policies and how these have changed and influenced practice, independent study, whole group, small group discussions, note-making, workshops. Academic poster, report and research report.
D2: Approaches to evaluating information collected.	Tutor-led discussions surrounding interrogation of alternative ideologies, lectures, small group, pair work and whole group discussions and debates, research other ideologies, work-based study and interrogation of practice. Group discussion of ideas and experiences, planning and preparation for a presentation of their findings. Peer evaluation, independent study. Formulation of arguments and research plans. Practical tasks, questionnaire designs. Manage own learning, setting

<b>3D. Key/transferable skills</b>	
D3: Deploy a range of effective communication strategies.	<p>targets, working within specific time frames. Exam, article and research report.</p> <p>Self-directed study, group and individual tutorials, guest speakers and lectures. The learning session would comprise tutor input, lecture/discussion followed by some group discussion or individual reflection with whole class feedback. Individual writing tasks, peer sharing and group presentations. Academic poster, report, group presentation and essay.</p>

**Exit awards:**

**BA Honours Degree in Health & Social Care (360 credits)**

**BA (Ordinary) Degree in Health & Social Care (300 credits)** *(Excludes the major project and any other module at level 6)*

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

By completing the BA (Hons) Degree programme, students will have gained a higher level of knowledge and understanding of a range of theoretical concepts and contemporary issues concerning Health & Social Care. They gain further experience in report writing, observation, planning and evaluation and develop skills to evaluate and analyse this evidence, thus developing their academic skills. The vocational aspect of the programme also places an emphasis on professional development and solidifies links between theory and practice.

Students will have access to a Health and Social Care setting if they are not already working. They will complete a minimum of 10 hours at placement for level 4 and 12 hours or more for level 5. This will be discussed during the interview recruitment process. The department has a very experienced placement support team to help with this process, having access to a range of voluntary placements in and around the local area.

The knowledge, research and transferable skills gained from this study will enable students to, for example, become leaders in Health and Social Care settings, gain entry onto Postgraduate Certificate in Education (PGCE) and progression to postgraduate study at both Masters (Level 7) and Doctorate (Level 8) studies. Havering College provides a progression pathway for further study in teaching with PGCE Primary / Secondary and Masters in Critical Perspective in Education.

The course benefits from small class sizes which enhances higher levels of individual support and greater frequency of group activities.

Progression steps have been placed at the end of Levels 4, 5 and 6 as follows:

##### Level 4 progression to Level 5

Completion of 120 credits at level 4. To exit – Completion of 120 Level 4 credits will enable the student to exit with a *Certificate in Higher Education in Health & Social Care*.

##### Level 5 progression to Level 6

Completion of 120 Level 4 credits and 120 Level 5 credits. This will enable the student to exit with a *Diploma in Higher Education in Health & Social Care*.

### Level 6 - Exit Awards

Completion of 120 Level 4 credits, 120 Level 5 credits and 60 Level 6 credits. This will enable the student to exit with an *BA Ordinary Degree in Health & Social Care*, which excludes the major project and any other module at level 6.

Completion of 120 Level 4 credits, 120 Level 5 credits and 120 Level 6 credits. This will enable the student to exit with a *BA Honours Degree in Health & Social Care*.

The programme benefits from the contribution of external speakers from the Health and Social Care industry and the expertise and experience from the various disciplines within the Health and Social Studies Department; this includes nurses, counsellors, Social Workers and Early Years' Practitioners.

### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

Students have a range of support structures available to them dependant on their specific needs. These include:

- A Personal tutor – all students are allocated a personal tutor whose role it is to offer academic and professional support throughout the time the student is on the programme.
- Academic skills support – a structured induction led by the academic team and supported by colleagues from other areas of the college (Learning Resources Centres, Quality and Standards and Learning Support) serves to underpin academic skills appropriate to Higher Education study. This is further supported by ongoing academic skills sessions focusing on specific issues during the modules of the programme where the students are able to share ideas and knowledge and receive lecturer and peer support around specific academic skills.
- HE Learning Support Coordinator – a dedicated member of staff is employed to offer support to HE students with disabilities or learning support needs. Diagnostic assessment can be undertaken for specific learning difficulties; referrals made for other assessments that may be required; support provided with accessing DSA funding and finding appropriate support workers as required. Additional drop in sessions are organised at key points in the academic year to enable students to access 1:1 support with their academic skills if required.
- ESOL support for HE students – although there are clear expectations that those entering the programme will have demonstrated that they have sound written and verbal communication skills there may be a need for some students to receive additional support in relation to English as an academic language.
- HE Development Worker – The advisor is employed to work specifically with HE students. They are able to provide guidance and advice on a range of issues in relation to college policies and procedures, personal and financial issues. The student services team also work to develop and support StARS (Student Academic Representatives) in representing the views of their cohorts on programme and college-wide issues.
- Counsellor – if personal problems become such that personal tutors and student services advisors are no longer able to support individual students, the college

employs a counsellor who students may either self-refer or be referred to for additional support.

Personal Development Planning (PDP) is embedded throughout the programme. For example tutorials are used to help students consider their learning needs and identify the support that may be needed to support those needs.

#### 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

#### **For entry to this course you will need at least one of the following qualifications:**

Our typical entry requirement to this course is 48\* UCAS points from level 3 qualifications including A Levels, BTEC Level 3 Diplomas, Scottish Highers, Advanced Highers, Irish Leaving Certificate, Advanced Welsh Baccalaureate.

At least a pass in an Access to Higher Education Diploma, in Health Professions, Health and Social Care or Social Work.

*\*Based on new UCAS points system used from 2017.*

#### **Additional requirements:**

GCSE English and maths at grade 4 (C) or above, or equivalent level 2 qualifications. It is a requirement that students participate in a work-placement (either employed or voluntary) for 12 hours a week. The College can help students to find placements if this is required. A DBS check may be required if a placement is to be found by the College. A face-to-face interview may be required before an offer can be made.

#### 7. Language of study

English

#### 8. Information about non-OU standard assessment regulations (including PSRB requirements)

The College has a set of Higher Education Assessment Regulations that have been approved by the Open University. These regulations cover all programmes from Certificates of Higher Education to Postgraduate qualifications.

#### 9. For apprenticeships in England End Point Assessment (EPA).

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

#### 10. Methods for evaluating and improving the quality and standards of teaching and learning.

The College has well-developed mechanisms for receiving and evaluating standards of teaching and learning. These include:

1. Course Board of Studies meetings with student representatives.
2. Focus groups with student cohorts from HE programmes.
3. End of module evaluation questionnaires, managed centrally.
4. Teaching and Learning observations.
5. College and programme information from the National Student Survey.
6. External Examiner visits and reports.
7. Student meetings with an Academic Reviewer from the Open University (OU).
8. An Annual Programme Evaluation Report written by the Programme Manager, where it is scrutinised by students at the Course Board of Studies meeting in October of each academic year. All reports are scrutinised at College level by the HE Quality Department and the Higher Education Strategy and Operations Group (HESOG).
9. Staff appraisals.

#### 11. Changes made to the programme since last (re)validation

##### **Level 4 modules**

- Academic and Study Skills changed from 15 credits to 20 credits.
- Health & Wellbeing changed from 30 credits to 20 credits.
- Sociology for Health & Social Care and Psychology for Health & Social Care have been combined into one unit of 20 credits, where they were previously two separate modules at 15 credits each.
- Working in a Diverse Society changed from 15 credits to 20 credits. Title changed to 'Equality and Inclusion'.
- Developing across the human lifespan changed from 30 credits to 20 credits.
- Work-related 1 module has been introduced at level 4 as a 15 credit module.

##### **Level 5 modules**

- Care Values in Health & Social Care changed from 15 credits to 20 credits.
- Exploring Loss in Health & Social Care changed from 30 credits to 20 credits.
- Introduction to Research changed from 15 credits to 20 credits.
- Legislation & Policy changed from 30 credits to 20 credits. Title has been amended from Legislation, Policy and Practice.
- Safeguarding Individuals changed from 30 credits to 20 credits.
- Work-related Learning 2 has been introduced at level 5 as a 15 credit module.

##### **Level 6 changes**

No revisions were made except to update the reading lists for each module.

Credit values were increased or decreased to balance the programme semesterly. As it stands, more modules were completed in the second semester, which put a strain on the students' workload, marking and pressure mounted at the summer assessment boards.

Two work-related learning modules were introduced at level 4 and 5 to reiterate the importance of linking theory with practice and professional development. The programme now asks for compulsory placement hours instead of optional hours.

Changes to module titles reflect the Health and Social Care sector's legislative and policy updates.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

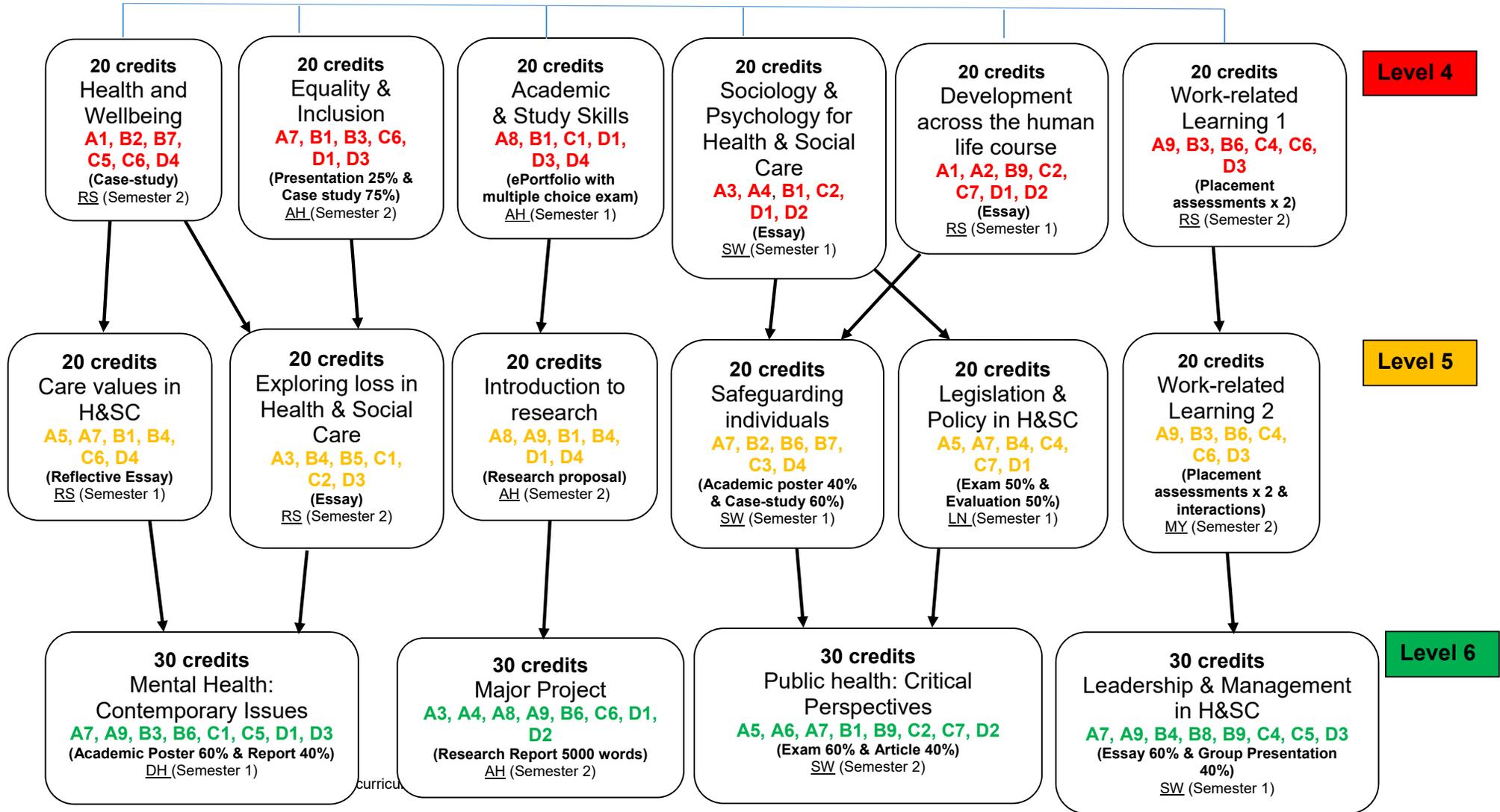
This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Knowledge & Understanding									Cognitive Skills									Practical & Professional Skills							Key / Transferrable skills			
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
4	Academic & Study Skills (20)																													
	Developing across the human lifespan (20)	✓	✓																	✓							✓		✓	
	Health & Wellbeing (20)	✓									✓						✓						✓	✓					✓	
	Sociology & Pyschology for Health & Social Care (20)			✓	✓					✓										✓						✓	✓			
	Equality & Inclusion (20)							✓		✓			✓											✓		✓		✓		
	Work-related Learning 1 (20)								✓			✓				✓						✓		✓				✓		

Level	Study module/unit	Knowledge & Understanding									Cognitive Skills									Practical & Professional Skills							Key / Transferrable skills			
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
5	Care Values in Health & Social Care (20)					✓		✓		✓				✓											✓				✓	
	Exploring Loss in Health & Social Care (20)			✓									✓	✓					✓	✓								✓		
	Introduction to Research (20)							✓	✓	✓			✓													✓			✓	
	Legislation & Policy (20)					✓		✓					✓									✓			✓	✓	✓			
	Safeguarding Individuals (20)							✓			✓					✓	✓				✓								✓	
	Work-related Learning 2 (20)								✓			✓				✓						✓		✓				✓		

Level	Study module/unit	Knowledge & Understanding									Cognitive Skills									Practical & Professional Skills							Key / Transferrable skills			
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
6	Public Health: Critical Perspectives (30)					✓	✓			✓											✓				✓			✓		
	Contemporary Issues in Mental Health (30)						✓	✓				✓			✓				✓				✓			✓		✓		
	Leadership & Management in Health & Social Care (30)						✓		✓				✓				✓					✓	✓					✓		
	Major Project (30)			✓	✓			✓	✓						✓									✓		✓	✓			

## Programme Structure



## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.