

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Health and Social Care (Top Up)
Teaching Institution	Hull College Group
Awarding Institution	The Open University
Date of latest OU validation	
Next revalidation	
Credit points for the award	Total Credit Value: 120
UCAS Code	J7G9
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Health Studies 2016; Social Policy 2016; and Social Work 2016.
Other external and internal reference points used to inform programme outcomes	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	Full Time 1 Year (2 Semesters) Part Time 2 Year (4 Semesters)
Dual accreditation (if applicable)	
Date of production/revision of this specification	April 2017

2.1 Educational aims and objectives

The aims of this award have been developed using the Quality Assurance Agency's (QAA) qualification descriptor for Bachelor's degree with honours, relevant QAA subject benchmark statements in Health Studies; Health Care; Social Policy and Social Work, and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

Aims of the degree are that students will demonstrate:

- a systematic understanding of key aspects of health and social care, including acquisition of coherent and detailed knowledge at the forefront of this multidisciplinary and interdisciplinary subject;
- accurately carry out research and established techniques of analysis and enquiry within health and social care;
- conceptual understanding that enables the student:
 - - to devise and sustain arguments, and/or to solve problems, using ideas and techniques at the forefront of health and social care;
 - - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in health and social care;
- an appreciation of the uncertainty, ambiguity and limits of knowledge;
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources
- an understanding of health from personal, organisational perspective to a global perspective including the multidisciplinary nature of health and social care;
- an understanding and interpretation of social policy approaches and potential influence upon health and physical and mental well-being and social care;
- an appreciation of how sectors, organisations and businesses operate.

Additionally in line with the Hull College Group HE Learning and Teaching Strategy 2015-18, the definition of 'Graduateness' based upon a set of Graduate Attributes, skills and behaviours shape the approach to designing and delivering a HE learning experience which provide students with the opportunity to:

- Demonstrate a sound and contemporary knowledge base within their chosen field of study.
- Apply critical and reflective thinking through extended independent enquiry.
- Participate in the creation of new knowledge and understanding through research and scholarly enquiry.
- Formulate relevant questions and engage critically with a wide range of evidence.
- Demonstrate core capabilities and skills of information and digital literacy.
- Communicate effectively for different purposes and in different contexts.
- Apply creative, enterprising and innovative practices.
- Display a professional and reflective approach to the pursuit of goals, including leadership, ethical responsibility, personal integrity, respect and self-awareness.
- Demonstrate the ability and motivation to work collaboratively.

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)

The BA (Hons) Health and Social Care programme will be a progression route for students completing the Higher National Diploma in Health and Social Care. Following successful achievement of the BA (Hons) Health and Social Care, students will be able to progress into further academic study in relation to their career path option, unless further qualifications are required. Students may engage in employment within the various areas of the industry either relating to health, or social care within state, private and third sector organisation depending on career path choice. Further advice and guidance prior to commencement of the programme is recommended.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding		
Learning outcomes:		Learning and teaching strategy/ assessment methods
A1	Demonstrate knowledge and understanding of health from a personal to a global perspective in the multidisciplinary nature of health and social care.	Knowledge and understanding will be developed with the assistance of printed materials and e-books, with further guidance on key texts, relevant chapters and articles being presented throughout the modules. Some of these resources will be stored on the Moodle virtual learning environment in order to increase accessibility and availability. Moodle will also be used to store the lecture and seminar materials, along with relevant course documents and links to additional resources. Within sessions students will be supported with tutor-led questions and exercises. Convergent questioning will also be used to direct students' attention to the key aspects of topics under consideration. Formative feedback will be given within sessions, along with assignment, revision and writing guidance. Summative feedback will be given in response to assignment tasks.
A2	Evaluate social policy approaches and potential influence upon health and physical and mental well-being and social care and recognise opportunities to influence health and social policy and practices.	
A3	Assimilate the diversity of the experience of health and physical and mental well-being while demonstrating sensitivity to the values and interests of others.	
A4	Critically analyse complex understandings of social questions, issues and problems to synthesise theory and practice	
		Knowledge and understanding will be assessed within written assignments. The written assignments will take the form of essays, reports and the dissertation. Formative assessment will be on-going throughout the module, being conducted within sessions and outside of sessions using progress reports within individual tutorials.

3B. Cognitive skills		
Learning outcomes:		Learning and teaching strategy/ assessment methods
B1	Demonstrate the central place of research in the understanding of health and social care and well-being, synthesising finding and defining the limits of such research.	<p>Cognitive skills will be developed using a range of student-centered activities within sessions. These will include discussions and debates, group research exercises, peer-reviewed presentations and multi-media based tasks. These will be supported by tutor-led activities, including content delivery, but there will be a focus on student-centered collaborative, experiential (primarily in the dissertation) and problem-based learning activities. Divergent and Socratic questioning will be used to develop cognition, especially with regard to critical analytical and evaluative skills. Formative tutor feedback within sessions will aid with the development of these skills, as will the formative feedback received within the students' individual tutorial sessions.</p> <p>Cognitive skills will be assessed using written assignments; presentations; literature reviews; reports and proposals that ask for the application of concepts and theoretical frameworks to particular situations within social reality. The assessments will also ask for the synthesis of existing theoretical perspectives, concepts and empirical information in the pursuit of credible and supported arguments that integrate effective analysis and evaluation. The, dissertation aims to assess the same abilities, but is a more open-ended and design-based investigative project and assess the ability to carry out research.</p>
B2	Evaluate and analyse the range of theories of causality and evidence relating to health and social care theories and practice to synthesise coherent arguments from a range of contesting theories relating to health and health issues.	
B3	Analyse ethical perspectives and the diversity of values associated with health and physical and mental well-being and social policy.	
B4	Critically assess and compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts.	

3C. Practical and professional skills		
Learning outcomes:		Learning and teaching strategy/ assessment methods
C1	Critically assess emerging issues at the forefront of health and social care policy and practice.	<p>Practical and professional skills will be explicitly taught and developed within the teaching materials and be supported by both formative and summative tutor feedback, along with guidance on assignments. Teaching strategies will include details on how to find and access a variety of information from different sources, including journals, articles, ebooks and books. Techniques of analysing, evaluating and synthesising quantitative and qualitative information from a variety of different resources will also be explored within session-based group and individual activities. Familiarisation with ethical considerations and their relevant professional frameworks will be discussed, explored and developed within the dissertation module, equipping students with the skills needed to pursue their dissertation project in an ethical manner.</p> <p>Information sources and referencing standards will be assessed along with argument structure, sequencing and detail. The extent to which students have considered the moral and ethical dimensions will be specifically assessed within the dissertation module, in their research proposal.</p>
C2	Evaluate moral; ethical; theoretical and professional rationales concerning health interventions.	
C3	Analyse health and health issues, alongside health information and qualitative and quantitative data, that may be drawn from a wide range of disciplines	
C4	Practise in accordance with current legislation applicable to health care professionals maintain the standards and requirements of professional and statutory regulatory bodies while adhering to relevant codes of conduct and an appropriate degree of self-protection	

3D. Key/transferable skills	
Learning outcomes:	
Learning and teaching strategy/ assessment methods	
D1	Communication: Present ideas and evidence to others in a clear and concise manner.
D2	IT Skills: Collect and present materials using information technology.
D3	Numeracy: Read, interpret and draw inferences from official statistics.
D4	Problem Solving: Identify problems and propose solutions.
D5	Self Learning: Plan work and manage time, and an ability to reflect on own strengths, limitations and performance in a range of situations, taking responsibility for setting targets and implementing plans for personal learning.

Transferrable skills are taught and learned throughout the degree through a range of strategies. These range from giving students specific tasks to carry out, such as conducting bibliographic and web searches, through specific assignments requiring numerical skills, to class discussions, debates and guidance on report and essay preparation. Students have the opportunity to discuss essay plans with staff and are given clear deadlines for their work which they must meet. They are given feedback on all their Module work and are encouraged to reflect and consistently strive to develop their abilities. Students also have the opportunity to develop skills in working in groups through their participation in the classes for every module.

Communication skills are assessed throughout the degree through continuous assessed module work. IT skills are a component in the evaluation of most assessed work which require bibliographic and web searches, and a standard of computer literacy that allows for text to be processed and communicated in an effective manner. Numeracy skills may be assessed in the dissertation module where appropriate, e.g.: if a student has decided to use quantitative data in their research project. Problem solving skills are assessed in all assignments. Since the curriculum is structured in a progressive manner, student skills in improving learning and performance are also assessed through the related structured progression of formal assessed work.

4. Programme Structure

Compulsory modules	Credit points
Dissertation.	40
Leadership and Change in Health and Social Care.	20
Life Cycle Perspectives.	20
Sociology Divisions and Social Policy of Health and Social Care.	20
Mental Health and Well-Being	20

5. Distinctive features of the programme structure

Each single module has attached to it a 20 credit point value with the exception of the dissertation module which is worth 40 credit points. Students will complete 5 modules totalling 120 credits.

6. Support for students and their learning

Students receive pastoral and academic support through the Hull College Group Tutorial System which includes group and individual tutorial entitlements.

All students are allocated a named personal tutor. The tutorial process incorporates Personal Development Planning, including individual target setting, planning and progress review.

Academic tutorials are provided for each module on a continual basis providing academic support. Additionally, the Library staff provide support for learners during the induction period and throughout the programme.

Support Staff

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7. Criteria for admission

This award subscribes to the admissions criteria and processes of Hull College Group. The entry requirement for the BA (Hons) Health and Social Care is 240 Credits, 120 at level four and 120 at level five in Health and Social Care HNC and HND or a suitably related qualification in a related discipline.

The programme is designed to provide an articulation route for students progressing from HND in Health & Social Care. The Hull College group intend writing a Foundation Degree in Health and Social Care in 2017. The BA (Hons) Health and Social Care will provide a progression route for the foundation degree.

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

Entry onto the course will also require a successful interview.

8. Language of study

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

9. Information about assessment regulations

A Summary of Assessment Requirements

The programme adopts in full, the College Academic Principles and Regulations. Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award.

Please refer to Part D, Sections 11 to 22 within the Regulations for validated awards of The Open University, September 2016. For further supporting information, please also refer to Parts B and C of Hull College Group HE Academic Regulations, 2016/17.

Students have access to these Regulations from the point of registration for their programme.

Students are required to submit written assignments to Turnitin prior to hand in, where applicable. Assignments are due on an agreed date for submission to the Faculty Board Office. The College front sheet is dated and a receipt provided upon submission of the assignment.

Feedback to students on assessments is provided at 15 working days of the hand in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments.

B External Examiners

External Examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have External Examiners.

Please refer to Part G, Section 29 within the Regulations for validated awards of The Open University, September 2016. For further supporting information, please also refer to Parts F, Section 34 of Hull College Group HE Academic Regulations, 2016/17.

The role of External Examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same course and to all students across the College and nationally. External Examiner/adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for course annual review and in all cases course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

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

This award is managed and operated in accordance with College regulations and procedures. This includes representation and input from employers who will contribute to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External Examiners reports
- Annual Programme Evaluation
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Review of ALT issues

- Curriculum planning
- Quality Enhancement Plan
- Modifications of the course
- Module evaluations

This award will be evaluated against the following criteria:

Benchmark alignment:

The award will be reviewed against appropriate benchmarks and professional frameworks.

Quality Improvement:

The award will be subject to peer review as part of the College quality improvement processes.

Student Perceptions

The award will be subject to Student Consultation Meetings and module evaluations. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and Academic Board.

Recruitment Retention and Achievement

The award will be measured against annually agreed college targets.

Annexe 1 - Curriculum map

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

Level	Study module	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	Dissertation									X	X	X	X	X	X	X		X
	Leadership and Change in Health and Social Care													X	X		X	
	Life Cycle Perspectives	X		X			X	X	X					X			X	
	Sociology Divisions and Social Policy of Health and Social Care	X	X		X	X				X				X				
	Mental Health and Well-Being			X	X		X							X			X	X

ditions.

Annexe 1 – Assessment map

Module	Literature Review	Case Study	Essay	Report	Presentation	Research Proposal	Dissertation
Life Cycle Perspectives		X					
Mental Health and Well-Being	X						
Leadership and Change in Health and Social Care.				X			
Sociology Divisions and Social Policy of Health and Social Care			X				
Dissertation						X	X

ditions.

BA (Hons) Health and Social Care			
Module Title	Module Size (credits)	Semester Delivery (Full Time over 1 academic year)	Semester Delivery (Part Time) (Four Semesters over 2 academic years)
Dissertation	40	1 & 2	3 & 4
Leadership and Change in Health and Social Care.	20	1	3
Life Cycle Perspectives	20	1	1
Sociology Divisions and Social Policy of Health and Social Care	20	2	2
Mental Health and Well-Being	20	2	4

ditions.