Course Specification

Part A

Course Specification:
BA (Hons) Health and Social Care
HND Health and Social Care
HNC Health and Social Care

CU Group*

Academic Year: 2020/2021

*CU Group refers to Coventry University College Limited, a company wholly-owned by Coventry University. Its trading names are CU Coventry, CU Scarborough and CU London

Please note: This specification provides a concise summary of the main features of the course 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.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course 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.

Revised November 2018
1. Introduction
The overall aim of this course is to supply knowledgeable, enthusiastic and skilled individuals for employment and to support the delivery of health and social care within the NHS, Local Authority Services, private health provision, and third sector services. It provides the opportunity for the development of the knowledge and skills required of Assistant Practitioners and Health Care Support Workers, roles in health and social care, and offers a much needed Continuing Professional Development opportunity. This course is also mapped against the Nursing Associate Curriculum Framework, 2017 and specifically the learning outcomes from the eight programme domains:

- Domain 1: Professional Values and Parameters of Practice
- Domain 2: Person-Centred Approaches to Care
- Domain 3: Delivering Care
- Domain 4: Communication and Interpersonal Skills
- Domain 5 Team working and leadership
- Domain 6: Duty of care, Candour, Equality and Diversity
- Domain 7: Support Learning and Assessment in Practice
- Domain 8: Research, Development and Innovation

The course provides a crucial component of a career pathway from NVQ3/4, offered at FE Colleges and through private training providers. It aims to provide theoretical and practical learning modules that underpin knowledge and understanding of concepts of health and social care which are relevant to current practice within care settings and also the changing context of healthcare in this country. This programme will also provide a pathway for students who wish to pursue registered nurse or midwifery training, masters in social work, or postgraduate teacher training.

The degree will combine university based study with workplace learning through placement periods to equip students with the relevant knowledge, understanding, and skills to improve performance and effectiveness of service delivery. The curriculum has been developed in consultation with key stakeholders to ensure that it will meet the needs of the workforce in terms of its content.

It is widely recognised that the current structure of workforce within the NHS will need to change to address the increasing pressures placed on the service by a combination of factors including: demographic changes, an increasingly elderly population, greater consumer understanding and expectation, and the need to locate services closer to patients’ homes. The recent NHS England policy review “The NHS Long Term Plan” (2019) sets out a clear direction for the NHS, showing why change is needed and what it will look like. Some of what is needed can be brought about by the NHS itself. Other actions require new partnerships with local communities, local authorities, and employers. It also identified that when people do need health services, patients will gain far greater control of their own care including the option of shared budgets combining health and social care. Furthermore the NHS will take decisive steps to break down the barriers in how care is provided between family doctors and hospitals, between physical and mental health, between health and social care. The future will see far more care delivered locally, with some services in specialist centres organized to support people with multiple health conditions. In order to deliver on this agenda it was recognized that there required a shift in investment from acute to primary and community services. This proposal addresses all of these challenges. The development of this course demonstrates the University's commitment to creating more work-based and career enhancing courses that enable access to universities and improves employer engagement in education. This course will widen access and participation, enhance employability and transferable skills and provide the opportunity for forging learning partnerships between the students and placement providers.

The programme aims to produce graduates who are critically informed about and engaged with contemporary issues in healthcare and social policy and practice. This programme will also synthesise theory and practice throughout each module to ensure that students are knowledgeable in the key areas of health and social care processes, perspectives, and policies. However, students will also be encouraged to develop a critical and reflective stance throughout the course to ensure that they develop a personal philosophy of care education which will inform their practice following the degree programme.
## Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Health and Social Care</td>
<td>Full Time programme-3 Years</td>
<td></td>
<td>Level 6</td>
</tr>
<tr>
<td>BA Health and Social Care (Fallback award)</td>
<td>Full Time programme with sandwich (SW) year – 4 Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part Time programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HND Health and Social Care</td>
<td></td>
<td></td>
<td>Level 5</td>
</tr>
<tr>
<td>HNC Health and Social Care</td>
<td></td>
<td></td>
<td>Level 4</td>
</tr>
</tbody>
</table>

### 3 Awarding Institution/Body
Coventry University

### 4 Collaboration

<table>
<thead>
<tr>
<th>5 Teaching Institution and Location of delivery</th>
<th>CU Scarborough</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CU London</td>
</tr>
</tbody>
</table>

### 6 Internal Approval/Review Dates
Date of approval*/latest review: 1st November 2016
Date for next review: Academic Year 2025/2026

### 7 Course Accredited by
Not applicable

### 8 Accreditation Date and Duration
Not applicable

### 9 QAA Subject Benchmark Statement(s) and/or other external factors
- Nursing Associate Curriculum Framework
- NHS Long Term Plan (2019)
12 Outline and Educational Aims of the Course

The degree will enable students to identify and reflect on fundamental health care skills. It will provide students with knowledge of health, risk and care environment assessment in order to enable independence, safeguard individuals, and provide positive and supportive caring relationships. The programme will also ensure that students have the ability to recognise and analyse factors which impact on current issues and the forward view in health and social care. Students will be empowered to become self-directed practitioners demonstrating sound decision making and independence, safeguarding, and providing positive and supportive caring relationships. The programme will also ensure that students have the ability to recognise and analyse factors which impact on current issues and the forward view in health and social care. Students will also work to ensure that they have a solid understanding of the benefits of a collaborative, inter-professional and inter-agency approach to working with service users, carers, and their families. Students will promote an inclusive and safe approach to working with service users, carers, and families.

At HNC stage the course gives a theoretical grounding in the fundamentals of health and social care. There is an early focus on safe and effective practice and safeguarding. The course also provides students with an introduction to reflective and collaborative working practices. During the degree students will have the opportunity to take part in professional placement activity.

At HNC stage students will be taught using a variety of teaching strategies which will include contextualised learning and a problem based learning pedagogy. (QAA Framework for Higher Education Qualifications Qualification Descriptors, 2008: 16)

The second stage (HND) of the course broadens the agenda to include wider theoretical perspectives of safe practice within health and social care. Students will also be introduced to the topic of mental health whilst a focus on life stages and development will ensure that students are prepared for health and care associated issues across a wide spectrum of age ranges. At this stage students will be given an introduction to research methods which will be used in the research project at the final stage of the course.

In the final stage, students will engage critically with healthcare associated issues as they explore agendas influencing current policy, theory, and practice both in the UK and abroad. Students will embrace issues of public and community health, epidemiology and disease, and international perspectives. Finally, a research project will be undertaken to explore an area of interest and these may be shared at a research conference where local healthcare partners may be invited to attend. (QAA Framework for Higher Education Qualifications Qualification Descriptors, 2008: 19-20)

13 Course Learning Outcomes

A student who successfully completes the course will have achieved the following Course Learning Outcomes.

1. Know and understand the contemporary context of health and social care and use knowledge of the multidisciplinary nature of the subject to analyse health care issues at personal, community, and international levels. (QAA Heath Studies Subject Benchmark 75.2: i, ii, iv; Nursing Associate Domains 1, 2,3,5) (c,d,e)

2. Recognise the development and diversity of individuals and their physical and mental health needs and how these may impact on health and well-being. (QAA Health Studies Subject Benchmark 5.2: i, iii; Nursing Associate Domains 1,2,3,4,5)

3. Develop and demonstrate an independent critical perspective on current national and international policy, initiatives, and issues and justify using relevant reports and refereed research to inform discussion and present a reasoned argument. (QAA Health Studies Subject Benchmark 5.2; Nursing Associate Domain 8) (a,b,c,f)
4. Communicate fluently and flexibly to take account of subject matter, audience, purpose, and form, and use Standard English effectively in spoken and written forms and using specialist vocabulary. (Nursing Associate Domain 4) (d,e)

5. Work and communicate effectively as a team member, taking the lead when required, and sustain positive relationships with peers and professional colleagues. (QAA Health Studies Subject Benchmark 7.10; Nursing Associate Domain 7) (a,e)

6. Exercise initiative, personal responsibility, and confidence in decision making including identifying potential safeguarding issues and managing own learning, workload and professional development. (QAA Health Studies Subject Benchmark 5.3: v/5.4: ii; Nursing Associate Domain 6) (a,d,e,f)

7. Undertake self-initiated independent projects (investigative/evaluative/problem-solving) to inform understanding of education, present using both qualitative and quantitative data, and analyse to synthesise theoretical and empirical data, using technology to support this process where appropriate. (QAA Health Studies Subject Benchmark 5.3: I, ii, iii, iv, v; Nursing Associate Domain 6, 8) (a,d,f)

The course outcomes have been mapped against the 6 pillars of the Education Strategy:

a) Creativity & enterprise
b) Intercultural & international engagement
c) Community contribution and responsibility
d) Innovation & digital fluency
e) Employability
f) Research-inspired teaching

Please note the relevant pillar has been referenced against each course outcome.

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

The HNC/HND/BA (Hons) Degree in Health and Social Care can be undertaken in various modes and patterns of delivery.

Full Time (FT) mode is designed for students who normally wish to study 120 credits (4 modules) in one academic year. Part Time (PT) mode is anything less than this. The awards are offered in a range of delivery options and patterns which can be found on the relevant campus website. The length and set up of guided teaching sessions allows for teaching to be presented in various ways including team teaching, group discussions, individual presentations, research and presentation, interactive teaching, and guest lecturers. The aim of each session is to have a balance between students learning academic, practical, and professional skills.

The course is taught in 6-week modules and can be offered (subjects to numbers) 6 times each calendar year.

- 4 modules will lead to a HNC (120 credits at level 4)
- 8 modules will lead to an HND (240 credits at levels 4 and 5)
- 12 modules will lead to an Honours degree (360 credits at levels 4, 5 and 6)

Each one of the learning modules is worth 30 credits; these will require the equivalent of 300 study hours. The modules run over a six week period and are taught consecutively, with assessments within and at the end of each block. Students will receive approximately 18 hours of teaching per week. There will also be small group two hour tutorials per week. The remaining hours required for the module will be self-guided.

Students will undertake placements in health and social care settings at relevant points within the course. They will also be encouraged to impact on the wider community e.g. Sure Start centre campaigns. Students will also have the opportunity to take part in various enrichment opportunities.

Level 4, HNC: Safe and effective practice (30 credits), The Principles of Health and Social Care Practice (30 credits), Evidence Based Reflective Practice in Health and Social Care (30 credits), Inter-professional approaches to service delivery. (30 credits).
Throughout the HNC there may be course visits to health and social care settings/voluntary organisations. Volunteering will be promoted as part of the underpinning ethos of the course.

At HNC Students will complete 2 placements each lasting 24 hours which will be commenced from block 2 onwards.

Level 5, HND: Innovation and Advances in Health and Social Care Policy (30 credits), Mental health, social policy and communities (30 credits), Life stages and development (30 credits), Research Methods (30 credits).

At HND students will commence a 40 hour placement in the module 'Life Stages and Development'.

Throughout the HND there may be course visits to health and social care settings/voluntary organisations. Visiting professionals will be encouraged. Volunteering will be promoted as part of the underpinning ethos of the course.

Level 6, BA: Public and community healthcare (30 credits), An introduction to epidemiology and disease (30 credits), International Perspectives on Health and Social Care (30 credits), Research project (30 credits).

At degree level students will take part in International Learning and be exposed to a range of visiting professionals for health and social care.

The professional placement element of the course will ensure that students have current and relevant experience. Full Time Students can also attend via the 'Sandwich (SW) or Year Abroad (FY)' option being taken for one year between the second and third years of study. 0 credits at year 2 can be earned for successfully completing the professional placement (SW) or the study abroad year (FY).

Cascade of Awards:

<table>
<thead>
<tr>
<th>Module credit level</th>
<th>Module Code</th>
<th>Title</th>
<th>Credit Value</th>
<th>Mandatory / Optional</th>
<th>Course Learning Outcomes</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 404HSCEL, 404HSCSC</td>
<td>Evidence Based Reflective Practice in Health and Social Care</td>
<td>30 M</td>
<td>LOs 4,5,6,7</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 407HSCEL, 407HSCSC</td>
<td>Safe and Effective Practice</td>
<td>30 M</td>
<td>LOs 1,3,4,5,6,7</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 405HSCEL, 405HSCSC</td>
<td>Inter-professional approaches to service delivery.</td>
<td>30 M</td>
<td>LOs 4,5,6,7</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 406HSCEL, 406HSCSC</td>
<td>The Principles of Health and Social Care Practice</td>
<td>30 M</td>
<td>LOs 2,3,4,5,6,7</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The conditions for progression from one level to the next and the classification of degrees awarded will be determined by the number and level of successful module passes achieved in accordance with the CU group regulations.

Modules within the course, their status (whether mandatory or options), the levels at which they are studied, and their credit value are identified in the table below.
### 15 Criteria for Admission and Selection Procedure

UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](https://www.ucas.com), then clicking on 'Entry profile'.

The general requirements for admissions are in line with CU Group policy ([Academic Regulations: Regulations for the Admission of Students Chapter 1](https://www.coventry.ac.uk/media/2511415/Academic_Regulations.pdf)), and are also available on the individual course websites.

Students whose first language is not English must demonstrate proficiency in the English language equivalent to IELTS 6.0.

CU Group will also review applicants with non-standard entry requirements including those with professional work experience and direct entry applicants. Accredited prior learning and accredited prior experiential learning (AP(E)L) may be taken into consideration and mapped onto the entry criteria for the course. AP(E)L is in accordance with CU Group Academic Regulations ([see Academic Regulations: Regulations for the Admission of Students Chapter 1.2](https://www.coventry.ac.uk/media/2511415/Academic_Regulations.pdf)). Applicants must also provide a satisfactory Enhanced Disclosure and Barring Service check. If an applicant has had a DBS check, providing this is within 3 months of the course start date, applicants can apply to the 'top up' service (for more information please contact placements.cus@coventry.ac.uk). Alternatively, once an applicant makes CU Scarborough their firm choice, they will be contacted with the relevant paperwork. This must be submitted prior to the course start date. All applicants require a satisfactory DBS check to enable them to complete the mandatory work placements.

If an applicant applied to start in January, February, April or June they will need to have an up to date (within the last 3 months prior to enrolment) DBS check at the point of final offer. If they do not have this the intake will be deferred until September.
16 Academic Regulations and Regulations of Assessment

This Course conforms to the standard CU Group Academic Regulations Mode F.

17 Indicators of Quality Enhancement

- The course is managed by the Board of Study of the CU Group.
- The Progression and Awards Board (PAB) for CU Group is responsible for considering the progress of all students and making awards in accordance with both the CU Group and course-specific regulations.
- The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the course.
- External Examiners have the opportunity to moderate all assessment tasks and a sample of assessed work for each module. They will report annually on the course and/or constituent modules and their views are considered as part of the Course Quality Enhancement Monitoring (CQEM). Details of the CQEM process can be found on the Registry's web site.
- Students are represented on the Student Forum, Board of Study and CU Group Academic Committee, all of which normally meet two or three times per year.
- Student views are also sought through module and course evaluation questionnaires.
- The QAA's Higher Education Review undertaken in February 2015 confirmed that Coventry University meets the UK expectations regarding the:
  - setting and maintenance of the academic standards of awards;
  - quality of student learning opportunities;
  - quality of the information about learning opportunities;
  - enhancement of student learning opportunities.

18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including:
- Student Handbook
- Virtual Learning Environment
- Module Information Directory
- Study Support information