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.

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.

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HNC Health and Social Care
HND Health and Social Care
BA (Hons) Health and Social Care

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 draft Nursing Associate Curriculum Framework, 2016 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: Duty of Care, Candour, Equality and Diversity
- Domain 6: Supporting Learning and Assessment in Practice
- Domain 7: Team Working and Leadership
- Domain 8: Research, Development and Innovation

This course at HNC/HND level will also meet the requirements of the Apprenticeship Standards for Assistant Practitioner. The Apprenticeship Standard for Assistant Practitioner (Health) can be mapped to the course learning outcomes (see part B) and the modules where these will be taught.

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 BA Health and Social Care course 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 recognized 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 service closer to patients home. The recent NHS England policy review “The NHS Five Year Forward View” (2015) 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.

### 2 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 with sandwich (SW) year – 4 Years</td>
<td></td>
<td>Level 6</td>
</tr>
<tr>
<td></td>
<td>Full Time programme with year abroad (FY) year – 4 Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full Time programme 3 Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part Time programme 4 Years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>3 Awarding Institution/Body</th>
<th>Coventry University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Collaboration</td>
<td></td>
</tr>
</tbody>
</table>
| 5 Teaching Institution and Location of delivery | CU Scarborough (Scarborough)  
CU London (East London) |
| 6 Internal Approval/Review Dates | Date of approval: 1st November 2016  
Date for next review: Academic year 2025/2026 |
| 7 Course Accredited by  | Not Applicable |
| 8 Accreditation Date and Duration |                      |
| 9 QAA Subject Benchmark Statement(s) and/or other external factors |  ♦️ Health Studies (2016)  
♦️ Nursing Associate Curriculum Framework (draft)  
♦️ NHS England (2015) Five Year Forward View  
| 10 Date of Course Specification | February 2017 |
| 11 Course Director | Kay Fraser |

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12 Outline and Educational Aims of the Course

The BA Health and Social Care course 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 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 independent working, reasoning capability and critical thinking. Reflective practice will become a core facet of the programme and students will be encouraged to develop personal resilience, professional values and principles whilst developing the scope of their practice. 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. From block 2 students will spend 1 day per week in a placement setting.

At HNC stage students will be taught using a variety of teaching strategies which will include contextualised learning, 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 will be shared at a research conference where local healthcare partners will 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 a personal, community and international levels. (QAA Heath Studies Subject Benchmark 75.2: i, ii, iv; Nursing Associate Domains 1, 2,3,5)

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)

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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)

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)

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

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)

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**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. This may be weekdays, evenings or Saturdays. 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 blocks and can be offered (subjects to numbers) 6 times each calendar year.

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

Each one of the learning blocks (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 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 each year. 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 an enrichment project to Romania each year where they will be able to work with...
orphaned children, supply resources to community groups and experience life in another country. This trip will be optional and students will be encouraged to raise funds to pay for their travel and accommodation.

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).

At HNC students will spend one day per week in placement from block 2 onwards. Throughout the HNC there will be course visits to health and social care settings/voluntary organisations. Volunteering will be promoted as part of the underpinning ethos of the course.

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 undertake a 40 hour placement in weeks 3 and 4 of ‘Life Stages and Development’ module.

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 undertake visits to community healthcare initiatives in ‘Public and community healthcare’ module and will complete a 60 hour placement in weeks 3,4 and 5 of ‘Research projects’ which will focus on gathering empirical data for their research project and will present this as part of a conference of research for local professionals.

The placement element of the course will ensure that students have adequate and relevant experience to apply for post graduate pre-registration courses, masters in social work etc. where a minimum experience is required. By situating placements within a module as described above will ensure that theory and practice are synthesised effectively but will also provide an opportunities for reflection as an integral part of the assessment and teaching strategy.

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. 60 credits at year 2 can be earned for successfully completing the professional placement (SW) or the study abroad year (FY).

The programme has three level of awards available to students:

- BA (Hons) Health and Social Care
- HND Health and Social Care
- HNC Health and Social Care

To progress, students must have normally achieved a minimum of 90 credits from the previous stage.

For an HNC Health and Social Care award a student must have passed or been credited with all the mandatory modules at level 4 (120 credits).

For an HND Health and Social Care award a student must have passed or been credited with all the mandatory modules at levels 4 and 5 (240 credits).

For a BA Hons in Health and Social Care a student must have passed or been credited with all mandatory modules at levels 4, 5 and 6 (360 credits).

Only the mandatory modules at stage 2 and 3 will be counted towards the classification calculation. 201CUC/CUSC and 202CUC/CUSC (optional modules) do not count towards the award and are not calculation in the classification.

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Classification of HNC and HND Awards

<table>
<thead>
<tr>
<th>Module Grading</th>
<th>Definition</th>
<th>Associated Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>Satisfactory performance in all major areas of a module as defined by the intended learning outcomes or skill areas.</td>
<td>40 - 59.5%</td>
</tr>
<tr>
<td>MERIT</td>
<td>Performance either significantly better than Pass in all areas of a module or outstanding in some areas with a Pass performance in the others.</td>
<td>60 – 69.5%</td>
</tr>
<tr>
<td>DISTINCTION</td>
<td>Outstanding performance in all major areas of a module.</td>
<td>70 – 100%</td>
</tr>
</tbody>
</table>

Professional Placement or Study Year Abroad

Students may seek to undertake a relevant professional placement (SW) / study abroad year (FY) between stages 2 (level 5) and 3 (level 6) of the degree, and we would encourage this for the depth of experience that it confers. Assistance with acquiring a relevant professional placement or Study Year Abroad is offered by the Employability Team, though no guarantee is made that such an opportunity will be found.

Students undertaking a relevant professional placement will be registered on the module 202CUC/CUSC, Professional Placement (60 credits) or on the module 201CUC/CUSC, Study Abroad Year (60 credits) during their study year abroad. Students who successfully complete the assessment associated with the relevant modules, assessed at the end of the year, will receive 60 credits at stage 2 (level 5). Students who do not pass may continue to the final year and be awarded the full-time (FT) degree rather than the Sandwich (SW) or study year abroad (FY) degree.

Students may undertake one of the following: a study abroad year under the Erasmus exchange scheme or another study abroad scheme for placements outside the EU; a professional placement under the Erasmus work placement scheme or a professional placement organised on their own initiative outside the EU. Alternatively they may choose to combine a period of study with a period on professional placement.

To progress to the professional placement/ study abroad year a student will normally have accumulated 240 credits, 120 at stage 1 (level 4) and at least 90 of which will be at stage 2 (level 5).

Students that need to complete a repeat may be eligible to progress to their placement/year abroad and complete their repeat module in their fourth year of study, in block 5 (the four final year modules will be studied in blocks 1 – 4).

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<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</td>
<td>122HSCSC</td>
<td>The Principles of Health and Social Care Practice</td>
<td>30</td>
<td>M</td>
<td>LOs 2,3,4,5,6,7</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>123HSCSC</td>
<td>Safe and Effective Practice</td>
<td>30</td>
<td>M</td>
<td>LOs 1,3,4,5,6,7</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>124HSCSC</td>
<td>Evidence Based Reflective Practice in Health and Social Care</td>
<td>30</td>
<td>M</td>
<td>LOs 4,5,6,7</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>125HSCSC</td>
<td>Inter-professional approaches to service delivery.</td>
<td>30</td>
<td>M</td>
<td>LOs 4,5,6,7</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>219HSCSC</td>
<td>Innovation and Advances in Health and Social Care Policy</td>
<td>30</td>
<td>M</td>
<td>LOs 1,2,4,5,6,7</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>220HSCSC</td>
<td>Mental health, social policy and communities.</td>
<td>30</td>
<td>M</td>
<td>LOs 2,3,4,5,6,7</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>221HSCSC</td>
<td>Life Stages and Development</td>
<td>30</td>
<td>M</td>
<td>LOs 2,4,5,6,7</td>
<td>N/A</td>
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<tr>
<td>5</td>
<td>222HSCSC</td>
<td>Research Methods</td>
<td>30</td>
<td>M</td>
<td>LOs 4,6,7</td>
<td>N/A</td>
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<tr>
<td>6</td>
<td>318HSCSC</td>
<td>Public and Community Health and Social Care</td>
<td>30</td>
<td>M</td>
<td>LOs 1,2,3,4</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
<th>LOs</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>319HSCSC</td>
<td>Introduction to epidemiology and disease</td>
<td>30</td>
<td>M</td>
<td>LOs 3,4,6,7</td>
<td>N/A</td>
</tr>
<tr>
<td>320HSCSC</td>
<td>International Perspectives on Health and Social Care</td>
<td>30</td>
<td>M</td>
<td>LOs 1,2,3,4,6,7</td>
<td>N/A</td>
</tr>
<tr>
<td>321HSCSC</td>
<td>Research Project</td>
<td>30</td>
<td>M</td>
<td>LOs 1,2,3,4,5,6,7</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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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 minimum entry requirements to these programmes are that candidates should normally possess one of the following:

- A minimum of 64 UCAS tariff points, including two full A levels or equivalent for a HNC
- A minimum of 80 UCAS tariff points, including two full A levels or equivalent for a HND
- A minimum of 104 UCAS tariff points, including two full A levels or equivalent for a BA (Hons) Degree
- BTEC National Certificate or Diploma (equivalent points to those noted above) in a relevant subject
- Appropriate Foundation/Access qualification where the standard achieved is deemed equivalent to the above

Candidates will be expected to have passed maths and English language GCSE with minimum grade C, and hold a minimum of 5 GCSE's in total (level 2 alternatives such as functional skills are accepted).

The admissions team will also review applicants with non-standard entry requirements including those with professional work experience and direct entry applicants.

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 Regulations: [http://www.coventry.ac.uk/cus/legal-documents/academic-and-general-regulations/](http://www.coventry.ac.uk/cus/legal-documents/academic-and-general-regulations/)
17 Indicators of Quality Enhancement

The QAA’s review of higher education undertaken in February 2015 confirmed that Coventry University meets UK expectations in:

- the setting and maintenance of the academic standards of its awards;
- the quality of student learning opportunities;
- the quality of the information about learning opportunities;
- the enhancement of student learning opportunities.

In addition:

- integrated placement element at all levels;
- strong links with healthcare providers;
- teaching and learning strategy which utilises contextualised learning as a key approach, synthesises theory and practice and provides opportunities for reflection;
- assessment which is aligned to teaching strategy and provides formative assessment opportunities;
- dissemination of research project to share findings with professional colleagues;
- 92% overall satisfaction rate in NSS;
- 85% succession to further study or employment.

18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including:

Student Handbook
Module Guides
Module Information Directory
Study Support information