Course code: U0950FARE01	Published on: 12-12-2022

1. Course Title
BSc (Hons) Health and Social Care

2a. Implementation Date
Trimester 1 2023/4

2b. Intake
Trimester 1 intake

3a. Location of delivery
ARU London Campus (East India Dock)

3b. Mode of delivery
Face-to-face

3c. Mode of attendance
Full-Time

4a. Awarding institution
Anglia Ruskin University

4b. Course accredited by (if applicable)
N/A

5a. Faculty
Anglia Ruskin London

5b. School
Anglia Ruskin London at ARU London Campus

6a. Course Leader

Sonia Ozkaya

6b. Co-ordinator at location of delivery

None

7. UCAS Code (undergraduate only)

8. Relevant QAA subject benchmark statement(s) and any PSRB reference point(s)

QAA SBS on: Health-Studies-2016

QAA SBS ON: Social-Work-2016

Health and Care Professions Council (HCPC) Standards of Education and Training Guidance for Education Providers HCPC (Health & Care Professions Council) Standards of education and training 2014

The defined learning outcomes included those published by the (i) British Association of Social Workers (BASW) - Professional Capabilities Framework (PCF)- Rev. 2015, and (ii) Skills for Care & Skills for Health - Core Competences for Healthcare Support Workers and Adult Social Care Workers in England-2013

9. Aims

To offer a rigorous academic course of study at a level appropriate to an honours degree that will provide successful students with a sound foundation in health and social care. Understanding the health and social care sector will enable Students to follow a career in the sector or to identify and choose from a range of alternative career options within health and social care generally or they may choose to pursue further studies.

To enable students to understand and apply current technical language and practices in a range of health and social care contexts.

To enable students to develop a wide range of intellectual and analytical abilities relevant to health and social care appropriate to an honours degree, including the ability to think critically, independently, analyse and synthesise effectively.

To develop the transferable skills necessary for students' personal development as lifelong independent students; in particular their ability to respond positively to change during their careers and be able to continually develop professionally.

To provide an education in the terminology, concepts, principles and techniques utilised in health and social care professional practice.

To enable students to appreciate the importance of the social, political, ethical, technological, environmental, entrepreneurial and global contexts in which the health and social care industry operates.

To provide students with a range of opportunities to develop the attitudes, abilities and competences needed to work in a health and social care environment, both home and international, and to develop the awareness and appreciation of different ethical, cultural and socio-economic-political values.

To enable students, who participate in the Faculty's employability scheme, to enter the workplace with appropriate experience and skills to 'hit the ground running'.

10a. Intended learning outcomes and the means by which they are achieved and demonstrated

Knowledge and understanding

On successful completion of the course a student will be expected to be able to:

A01 Analyse and evaluate healthcare systems; by exploring how health and social care organisations within a region are managed, regulated, integrated and their ability (severally and collectively) to meet the health and social care needs of the populations they serve

A02 Demonstrate a comprehensive and in depth understanding of health and social care work and the different roles of care workers operating within the sector

A03 Apply principles of anatomy and physiology, and psychology in order to analyse the concept of lifecycle development and also explore how the needs of individuals at different stages of the lifecycle may differ and how these differences may be moderated by mental or physical impairment

A04 Examine factors that can influence the mental health and wellbeing of individuals, groups and communities. Explore the range of professional health and social care support services that may be available to support individuals experiencing mental health difficulties.

A05 Explore the concepts of vulnerability, associated support and empowerment. Analyse the importance of maintaining professional boundaries when supporting or caring for vulnerable persons.

A06 Demonstrate a comprehensive and in depth understanding of health and safety and its place in professional health and social care work, particularly with reference to the implementation of care protocols.

A07 Demonstrate an understanding of reflection by reflecting on personal and professional values and ethics

A08 Explore the ways in which health and social care can be delivered and understand how effective communication structures can impact the effectiveness of that delivery. In particular, explore how health and social care managers can lead and manage change effectively

A09 Appreciate contemporary issues such as: ethics, sustainability; globalisation; corporate social responsibility; diversity; innovation and risk management that can influence decisions regarding the delivery of high quality care and care-practitioner performance

10b. Intended learning outcomes and the means by which they are achieved and demonstrated

Intellectual (thinking), practical, affective and transferrable skills

On successful completion of the course a student will be expected to be able to:

B01 Use the cognitive skills of critical thinking, analysis and synthesis in a wide range of contexts such as the analysis and evaluation of theories, models and related research

B02 Be numerate and use quantitative skills including data analysis, interpretation and extrapolation techniques in order to solve problems effectively

B03 Find, manage and analyse information from a range of sources in or to conduct research into health and social care issues and plan and execute a case study based project into such issues

B04 Manage their learning by managing themselves effectively in terms of: time; planning; behaviour; motivation; initiative and enterprise

B05 Use computer based training (CBT) effectively for learning and for business applications to improve personal effectiveness both during academic study and in the workplace

B06 Appreciate the relevance of multidisciplinary and multicultural approaches to healthcare management and perform effectively as a team member

B07 Reflect effectively and be critically self-aware and open to a range of differences with respect to people and cultures (both ethnic and organisational) within healthcare environments

B08 Use a range of interpersonal skills such as effective listening, negotiating, persuasion and presentation and recognise cultural differences with respect to communications and interpersonal behaviour

B09 Communicate effectively both orally and in writing using a range of media appropriate for the professional environment

11a. Learning/teaching methods and strategies

Knowledge and understanding

The teaching team will use a range of learning and teaching methods in order to respond to the varying learning styles of students and to encourage each and every student to become an effective independent student. These learning and teaching methods will range from teacher centred learning styles e.g. lecture delivery which will concentrate on information giving and understanding, to small group and team work, learning sets and other student-centred activities such as presentations, problem solving and case analysis.

Real world case studies will play an important part in the learning process, which will be reinforced through simulations. Application of theoretical concepts and frameworks will be explored through reference to the work experience of students.

As prospective students have, and will continue to, come from a variety of backgrounds (including differing educational, ethnic and national cultures) it is understood that their learning needs may differ, therefore a range of learning and teaching methods will be utilised.

The actual detailed learning and teaching delivery of each module will depend on the actual module concerned and the needs of the student group.

11b. Learning/teaching methods and strategies

Intellectual (thinking), practical, affective and transferrable skills

Intellectual Skills

The wide range of teaching methods used will encourage the development of a range of skills. Intellectual skills will be developed by the use of such methods as lectures, tutorials, group discussions and debates. Where modules have two pieces of assessment the first is completed part the way through the module delivery. This provides an opportunity for students to obtain feedback on their performance which encourages their learning and, hopefully, adds to their performance in the second assessment. The way the pathway is designed, in three stages, also encourages the student to develop their intellectual skills and to reflect on this development and the accompanying learning as they proceed through their degree programme.

Care work often entails emotional labour, caring for vulnerable persons and negotiating ethical dilemmas; therefore, a number of modules have assessments which require students to reflect on critical incidents related to material learned during the module. The undergraduate major project places specific emphasis on research skills and thinking skills in general. The use of case study material, simulations and projects throughout the pathway provide many opportunities to develop and exercise deductive, inductive and other cognitive skills.

Practical Skills

These skills are developed through a range of activities and assessment. However, it is recognised that health and social care work generally involves teamwork and related intra-disciplinary and multidisciplinary communication; therefore, a number of modules on the course are assessed using group-work. Students are provided with many opportunities to develop their communication skills, both orally and in writing e.g. by giving presentations, negotiating or producing a management report. Information communication technology (ICT) is used extensively for both research and application purposes. The campus provides a large number of work stations for students to use. Students are guided into how to research and manage information effectively and them use it appropriately e.g. to provide evidence to support a rational argument. Health Care work is practical by nature and therefore, students will develop skills to produce artefacts including posters and live events that promote health and wellbeing.

All students are encouraged to use both quantitative and qualitative methods of analysing information.

Transferable Skills

Students are encouraged to perceive the study of health and social care as being multidisciplinary and to recognise that different cultures can influence how health and social care organisations can function, e.g. communication techniques that are appropriate in one cultural setting but may not be appropriate in another. Students need to recognise what techniques will be effective in differing situations.

12a. Assessment methods and strategies

Knowledge and understanding

Knowledge and understanding is assessed via a number of methods including unseen examinations, reflection on experiences both real and simulation, and a range of assignments. These assignments can be in a variety of forms from a written management report on how to meet a service user's needs, to a health promotion event, to an analysis of care delivery or to the evaluation of academic journal articles. Most modules will have at least two assessments as this provides an opportunity to assess knowledge and understanding and a range of skills in an effective manner.

12b. Assessment methods and strategies

Intellectual (thinking), practical, affective and transferrable skills

Intellectual (thinking) skills

These skills are assessed through a variety of methods such as, examinations, coursework, assignments, the major project and successful application of skills to the workplace. Examinations take a range of formats and give students the opportunity to demonstrate their ability to provide a clearly structured and reasoned argument using, wherever appropriate, supporting evidence and opinion, within a time constraint.

The written assignments have clearly delineated word limits to encourage the concise presentation of structured, well supported argument and opinion.

The Major Project, at level 6, allows students to demonstrate their mastery of cognitive skills at the highest level of attainment specified in the Quality Assurance Agency (QAA) benchmark statements.

Practical Skills

Assessment of practical skills is undertaken both formatively and summatively and involves reflection on workplace experience, examinations and assignments in various forms, such as presentations and reports. Students are also given many opportunities to critically appraise practical techniques in a variety of situations such as tutorials and simulations.

Affective and Transferable Skills

Affective and Transferable and affective skills are again assessed in a variety of ways. For example, students may be asked to give a presentation to a particular audience (e.g. employers) as part of an assignment or they may need to be able to work as a team member in researching the information that will be needed for that presentation. Throughout the course, students are encouraged to self-evaluate and reflect upon their own personal and professional development.

13. Employability

Employers from the healthcare sector and other business sectors were widely consulted and have been directly involved in the design and development of this course. Their desire for a combination of academic learning, work experience, and application of learning to the real world has directly informed the structure and content of the course. In particular, the course has been designed around the principles that underpin person-centred care, collaborative safe practice, professionalism and self-awareness. Our ongoing collaboration with employers affirm that it is these three pillars that underpin employability in the health and social care sector.

The ARUL campus provides a fully staffed employability and careers management service to support students to get part-time work in the healthcare sector. This will allow them to both experience the reality of working in the sector and test their academic learning through application. Students build key employability skills sought after by employers in this sector. Relationships have been built with a range of business partners to ensure that working opportunities are available for all Students on this course.

Collaborations with these business partners are used to explore those skill sets that employers are most interested in and to constantly ensure they are embedded within the course. This and our range of health and social care courses are unique in that students are proactively supported to access real life work experience alongside their academic studies. This focus in supporting students to gain relevant workplace experience is of special interest to future employers, and will set these Students apart from their contemporaries.

This multi-faceted approach taken by the Faculty ensures that students depart with a wide range of skills that employers consider essential in any new graduate. It is the goal of this course to produce graduates attractive to employers through consistent collaboration with external partners, updating of internal resources, focusing on the Student experience at all times, and encouraging real world work experience.

14. Entry requirements

ARU London's standard offer is 96 UCAS tariff points from 3 A Levels, e.g. BCC.

Alternatively, ARU London asks for:

Irish Leaving Certificate: BBCCC.

Scottish Highers: BBCCC.

BTEC Level 3 Extended Diploma: DMM in a business-related subject.

International Baccalaureate Diploma: 24 points.

All applicants are required to have at least 3 GCSEs at grade C, or grade 4, or above, including English and Maths.

If English is not your first language you will be expected to demonstrate a certificated level of proficiency of at least IELTS 6.0 (Academic level) or equivalent English Language qualification, as recognised by Anglia Ruskin University.

Applicants studying for other qualifications should contact ARU London to discuss their circumstances.

We also welcome applications from mature individuals who can demonstrate appropriate, relevant work experience.

15. Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles

16. Curriculum details

Year 1 Compulsory modules:

Module Code	Module Title	Credits	Period	Level
MOD003325	Academic and Professional Skills	30	TRI1	4
MOD005910	The Health and Social Care Professional	30	TRI1	4
MOD005911	Health and Safety in Care Settings	30	TRI2	4
MOD009196	Fundamentals of Human Anatomy and Physiology	30	TRI2	4
			Total Credit: 120.00	

Year 2 Compulsory modules:

Module Code	Module Title	Credits	Period	Level
MOD009205	Principles and Practice of Safeguarding	30	TRI1	5
MOD009200	Lifecycle Development	30	TRI1	5
MOD005915	Health Promotion	30	TRI2	5
MOD009203	Mental Health and Wellbeing	15	TRI2	5
MOD007961	Sustainability in Career Development	15	TRI2	5
			Total Credit: 120.00	

Year 3 Compulsory modules:

Module Code	Module Title	Credits	Period	Level
MOD009193	Contemporary Issues in Healthcare	30	TRI1	6
MOD005916	Comparative Healthcare Systems	30	TRI1	6
MOD009199	Leadership and Change Management	30	TRI2	6
MOD008036	Undergraduate Major Project (Healthcare)	30	TRI2	6
			Total Credit: 120.00	

17. Award Classification

List any Modules that <u>must</u> be included in the calculation of the final degree classification. [NB: the modules included in the calculations of all award classifications are as specified in Section 8 of the Academic Regulations unless an approved variation is specified here].

None

18. Intermediate award details

Give details below of any specific module requirements for achieving intermediate awards.

Certificate of Higher Education in Health and Social Care awarded on successful completion of all Level 4 modules

Diploma in Higher Education in Health and Social Care awarded on successful completion of all Level 4 modules and 120 Level 5 modules

19. For administrative use only

PWY Code	CRS Code	PDT Codes
U0950	U0950FARE01	·U0950FARE01_1STTR1A23 ·U0950FARE01_2STTR1A23 ·U0950FARE01_3STTR1A23