

## PROGRAMME SPECIFICATION for BA (Hons) Applied Health & Social Science

1	<b>Awarding institution/body</b>	University of Worcester
2	<b>Teaching institution</b>	University of Worcester
3	<b>Programme accredited by</b>	N/a
4	<b>Final award</b>	BA (Hons)
5	<b>Programme title</b>	BA (Hons) Applied Health & Social Science
6	<b>Pathways available</b>	Single Honours
7	<b>Mode and/or site of delivery.</b>	Taught and Work-Based Learning Programme
8	<b>Mode of attendance</b>	Full-time, part-time
9	<b>UCAS Code</b>	5L28
10	<b>Subject Benchmark statement and/or professional body statement</b>	Guidance has been sought from: <a href="#">Subject Benchmark Statement Health Studies</a> (QAA 2008) <a href="#">National Occupational Standards Health and Social Care</a> (Skills for Care 2012)
11	<b>Date of Programme Specification preparation/revision</b>	May 2014 August and October 2014 (Regulations)

### 12. Educational Aims of the Programme

Compassion and a commitment to the promotion and maintenance of human dignity are key concepts underpinning this innovative programme. In design the course aims to prepare students for a dynamic work environment; an environment in which service user wellbeing is often dependent on integrated systems of health, care and welfare.

This course offers a rich educational experience to support both academic and practitioner development. The course is delivered on campus and also has a work based element. The applied nature is reflected in the following course educational aims and learning outcomes.

The course aims:

1. To develop competence for practice and practice management within sectors of health, care and social welfare.
2. To build on students existing experience and knowledge; providing opportunity to develop specific knowledge, skills, values and attitudes that enhance a practitioner role.
3. To understand, debate and analyse contemporary social issues and contexts related to health and social inequalities across the lifespan.

4. To provide opportunity to evaluate and critically reflect on contemporary operational practice within the complex, multi-dimensional settings of health, social care, social welfare and other related fields of work.
5. To critically engage students in contested moral, ethical, cultural, economic and political debates that frame contemporary health, care and social welfare provision and policy.
6. To enable students to evaluate the contribution and effectiveness of their own role in achieving positive health and welfare outcomes through the rigorous and considered application of scientific method and theory.
7. To enhance service user health, care and welfare outcomes by enabling students to make sound judgements with and on behalf of service users.
8. To form flexible person centred practitioners capable of meeting the expectations and demands of individuals, groups and populations.
9. To support practitioner development through scholarship and the use of appropriate technologies.
10. To develop an analytical and critical approach to problem solving to promote evidence based and reflective practice.
11. To develop transferable graduate skills which promote autonomous lifelong learning and an enjoyment and commitment to continuous professional development.

### **13. Intended Learning Outcomes and learning, teaching and assessment methods**

This is a vocationally focused course with classroom, work based and self-directed learning requirements. It is designed to enhance and develop a range of key transferable skills together with specific knowledge, skills and attitudes. The learning outcomes for the course reflect core knowledge and values that underpin professional development within health and social science related fields. These outcomes inform and govern the module and work based learning outcomes presented in course Module Guides and Work Based Learning Workbooks.

#### **Knowledge and Understanding:**

On successful completion of the course, students will be able to:

1. Have knowledge of a broad range of health and social welfare provision and ability to identify and communicate policy and evidence base supporting practice.
2. Understand the importance of equality and diversity within the context of health and social wellbeing.
3. Determine the health and social factors that give rise to periods of transition and change across the life course.
4. Critically debate the role advocacy plays when working with service users, groups and populations.
5. Understand the importance of a compassionate, person-centred approach to the achievement of positive outcomes for individuals and diverse populations within systems of health and social welfare.
6. Appreciate implications of dynamics between the individual, the family/carer and the state.
7. Demonstrate knowledge and understanding of the contribution made by others in achieving identified outcomes for service users.

8. Understand quality standards and apply them within operational contexts.

### **Cognitive and Intellectual Skills:**

On successful completion of the course, students will be able to:

1. Recognise and devise strategies that challenge inequalities, promote equality and appreciate diversity.
2. Recognise and evaluate the implications of ability and disability within systems of health, care and welfare.
3. Critically evaluate situations to determine risk factors and identify actions that maintain the health and welfare of self and others
4. Analyse information and data and contribute to critically informed, evidence based planning processes.
5. Recognise opportunities to provide support or intervention to improve health and/or welfare outcomes for individuals, groups and populations.
6. Draw on knowledge and theory in conjunction with assessment to critically inform understanding of the needs, rights, responsibilities and aspirations of diverse individuals, groups and populations.
7. Identify and promote opportunities for multi-disciplinary and inter-agency collaboration.
8. Collect and critically interpret performance data

### **Practical Skills Relevant to Employment:**

On successful completion of the course, students will be able to:

1. Maintain a safe working environment that promotes respect, safety and welfare for all.
2. Gather and process information about individuals, groups and populations; identifying the need for intervention or support.
3. Contribute to care and support planning and delivery for individuals, groups and populations.
4. Advocate on behalf of individuals, groups and populations.
5. Use critical insight and evidence based approaches to achieve positive outcomes for and with individuals.
6. Locate individuals within key policy agendas that impact health, care and social welfare outcomes.
7. Appreciate the contribution made by a range of disciplines in meeting the complex needs of individuals, groups and populations.
8. Monitor and where necessary respond to performance issues arising from the actions of service users, self and/or team members

### **Transferable / Key Skills:**

On successful completion of the course, students will be able to:

1. Reflect on experiences
2. Learn independently
3. Manage and present information and data
4. Communicate the implications and applications of knowledge

5. Communicate theories, ideas and strategies through essay and report writing, presentations, discussions and debates.
6. Utilise basic computer technologies – word processing, email, internet and database access
7. Undertake research
8. Effectively self-manage
9. Effectively contribute to, manage and lead teams

Learning and teaching in the programme is designed to develop, specialist knowledge, skills and attitudes relevant to practitioners working within the sectors of health, care and social welfare. Additionally, students will be provided with opportunity to develop academic and transferable skills, which will contribute to their development as independent and autonomous lifelong learners.

Knowledge, skills and attitudes will be developed through a variety of learning strategies on campus and in the work place including: lead lectures, group work, case study analysis, role-play, practice analysis, development of reflective practice skills, experiential learning, work-based learning, e-learning incorporating the use of Blackboard and Pebble Pad, tutorial support and participation within a learning group or action learning set.

Reflective practice is a key element within the learning and teaching strategy and facilitates the integration of theory and practice. Reflection provides students with the opportunity to examine their personal progress and development and to devise strategies for creating further development opportunities. In addition, reflective practice provides students with the opportunity to critically analyse theory, research and other evidence and reflect on this in light of their work with service users.

The importance of Personal Development Planning (PDP) is acknowledged and incorporated throughout. The University of Worcester Policy and Quality Standards for supporting PDP is implemented by providing:

- Opportunity to engage in PDP in tutorial groups and during work based supervision
- Accessible support mechanisms for engagement in PDP both within the course structure and through careers and other support offered by Student Services
- Opportunity to build a record of their learning achievements through portfolio work
- Opportunity to discuss their PDP with a tutor or advisor

#### **14. Assessment Strategy**

Assessments are designed to assess specific knowledge, attitudes and intellectual and practical skills that underpin practice when working with service users. The programme will also generate evidence of the student's ability to meet recognised National Occupational Standards. Formal assessment of occupational standards is not undertaken. However students will participate in a range of assessment activities; written assignments, presentations, role-plays, group work activities, work-based activities, portfolio building and practice observations (a full Assessment Matrix can be found in the Course Handbook Appendix 1) forming a portfolio of evidence mapped against NOS requirements.

The assessment strategy is designed to enable students to demonstrate their achievement of the course aims and outcomes through meeting the assessed learning outcomes presented in course Module Guides and WBL Workbooks. The strategy is designed to assist students with their personal and professional development by enabling them to identify and build upon their strengths and to identify and address areas for improvement. This will be achieved by formative and summative assessment of both theory and practice and by acquisition of the skills and discipline required of a reflective practitioner.

Assessment and moderation strategies are designed to meet the requirements of the [University's Assessment Policy](#) and the Institute of Health & Society Moderation and Assessment Policy.

The course assessment strategy takes account of the fact that students gain in confidence and skills during the period of study. Formative assessments that do not contribute to the students grades are used to help focus the student on themes, knowledge and skills of particular importance to their development. Generally students receive a gradual decrease in the level of support and guidance offered for summative assessments as they progress through the programme. This both assumes and encourages increased student independence and greater learner autonomy and is reflected in the construction of module learning outcomes.

Assessment of work based learning is essential in order to demonstrate that students have achieved the necessary practice skills and disciplines. Students who fail to meet minimum practice requirements and/or the required WBL Outcomes will be given opportunity to re-sit practice assessments in accordance with university regulations.

## **15. Programme Structures and Requirements.**

The course is single honours, modular and is designed to be studied, full or part-time.

Students must undertake a 30 credit work based learning module at Level 5 and a 30 credit Independent Study (dissertation) during their final year at Level 6. To gain the BA award 120 credits (or equivalence) at Level 4, 120 credits at Level 5 and 120 credits at Level 6 are required.

Work based learning (WBL) is an important aspect of this award. Vocationally focused courses are designed to develop knowledge, skills and attitudes for a specific sector. Therefore, the programme has a component of WBL. In the light of this, the course has been designed in consultation with key local employers from across the sector and effort has been made to involve employers at every stage of course development. These links are maintained through representation on the Course Committee coordinated by the Course Leader and through a WBL Forum coordinated by the WBL Coordinator to ensure continued course currency and relevance. Given the importance of practitioner insight when working with people in general and vulnerable people more specifically, practitioners have already contributed to course development and curriculum design and experienced practitioners contribute specialist knowledge and individual perspectives as valued members of the teaching team.

Students are responsible for securing a suitable work based learning placement.

Assistance and introductions are facilitated by the WBL Coordinator who has access to a diverse range of placement opportunities. The available support is intended to help students gain access to work based experiences that enhance learning and employability. However, it remains the responsibility of the student to present for

placement in a disciplined and convincing manner. Failure to secure a placement will prevent a student's progress on the course.

A minimum of 200 hours must be spent in a relevant work environment during Level 5 (second year) studies, with no less than 100 hours work undertaken directly with service users. Employment in a related workplace may be used as the students work based learning environment provided that it is assessed by the WBL Coordinator as meeting necessary requirements. Further details of all aspects of the work-based requirements for the course can be found in the course WBL Handbook. At Level 6 (third year) students are required to undertake an independent study module. If the research is of benefit to an employer or placement provider an extension of placement support can be negotiated. This means there is opportunity to gain a further year of placement experience during your time on the course.

All modules are identified as mandatory (M) or optional (O). All mandatory modules are made available and must be completed successfully in order achieve the award. Optional modules will be subject to demand. Advice on module availability will be made available prior to module selection. University [Electives](#) are option modules that are available to all students.

The modules for the BA (Hons) Applied Health & Social Science degree are presented in the table below:

## Award Maps for Levels 4, 5 and 6

<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
FDHS1209	Effective Communication and Ethical Practice	30	M	None	None
APHS1003	Compassion in Health and Social Care	30	M	None	None
APHS1004	Conceptualising Health and Well-being	15	M	None	None
APHS1005	Introduction to Social Policy: From Theory to Real Life	15	M	None	None
APHS1006	Utopias and Dystopias	15	O	None	None
APHS1008	Contextualising the Family: Theory, Culture & Diversity	15	O	None	None
YACS1011	Work with young People: Policy, Approach and Practice	30	O	None	None

### **Single Honours Requirements at Level 4**

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include FDHS1209, APHS1003, APHS1004 & APHS1005 plus 30 credits from optional modules.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes.

<b>Level 5</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
APHS2003	Applied Research In Practice	30	M	None	None
APHS2007	Work Based Learning	30	M	None	None
APHS2004	Human Science	30	O	None	None
APHS2005	Understanding & Responding to Family Based Violence and Abuse	30	O	None	None
APHS2006	Ideology and Welfare	15	O	None	None
APHS2008	Strategies for Social Change	15	O	None	None
APHS2009	Concepts of Mental Health	15	O	None	None
APHS2010	Children's Rights	15	O	None	None

### **Single Honours Requirements at Level 5**

Single Honours students must take 120 credits in total to include APHS2003 & APHS2007 plus 60 credits from optional modules.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes.



Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
APHS3001 Or APHS3002	Independent Study [30 credits semester 1]  Independent Study [30 credits semester 1 & 2]	30	M	APHS2003	None
YACS3015	Team Work and Leadership in Multi-Professional Contexts	30	M	None	None
APHS3003	Person Centred Care Across the Lifecourse	30	O	None	None
APHS3004	Technologies of Change	30	O	None	None
APHS3005	Human Rights, Family Law & Restorative Justice	30	O	None	None
APHS3006	From Local to Global: Issues in Contemporary Social Policy	30	O	None	None
APHS3009	Substance Misuse	15	O	None	None
APHS3010	Domestic Abuse	15	O	None	Exclusion APHS2005

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total to include APHS3002 & YACS3015 plus 60 credits from optional modules.

## 16. QAA & Professional Academic Standards & Quality

The award is located at level 6 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in the [National Occupational Standards for Health and Social Care](#) (H&SC 2012) and is informed by standards drawn from: [Statement of Common Purpose for Subject Benchmark Statements for the Health and Social Care Professions](#) (QAA 2006), [Subject Benchmark Statement Health Studies](#) (QAA 2008).

Work-based learning aspects of the course are informed by [Making it work: a guidebook exploring work-based learning](#) (QAA2010) and incorporate [The University of Worcester Quality Standards for Management of Work-based and Placement Learning](#) (2012).

The course is designed to meet the requirements set out in [The Quality Code: The UK Quality Code for Higher Education](#) (QAA 2012).

## 17. Support for Students

To enhance the student experience and to ensure that students are aware and have access to the full range of academic and welfare support available a comprehensive range of measures are in place.

**Within the course support includes:**

- Students will be issued with a comprehensive Student Handbook, a Course Handbook and WBL Handbook. Handbooks are reviewed annually.
- All students will be allocated an academic tutor on commencement of the course. In addition, module tutors will provide specific educational guidance.
- Work based learning opportunities will be facilitated by a WBL Coordinator and WBL Supervisor working alongside a nominated workplace WBL Mentor; providing both support and guidance (full details can be found in the WBL Handbook).
- Personal Development Planning (PDP) will be facilitated within action learning sets or learning groups operating in conjunction with work based learning supervision and support.
- Students will develop a personal development record in which they will record and reflect on their personal development through learning activities and assignments and through the use of a reflective learning journal and practice recordings.
- With support from tutors, WBL Supervisors and WBL Mentors students will identify learning and development needs and develop action plans to address the personal needs identified.
- Students will be supported by module tutors responsible for individual modules. Critical reflection and application of theory to practice will be an essential component of all modules.
- Blackboard a feature of the university's eLearning provision will be useful for students off campus to access a virtual learning environment and maintain contact with tutors and peers.

**Beyond the course support includes:**

- Students will be eligible to join the [Student's Union](#) at the University of Worcester.
- [Information and Learning Support](#) services are available to all students attending courses at the University or Worcester providing a range of information, IT, and media support services and a dedicated subject based librarian.
- [Student Services](#) including [Disability & Dyslexia Service](#), careers guidance, counselling and Programme Advisors are available.

## **18. Admissions**

### **Admissions Policy for the Course**

The University of Worcester seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

The admission of students is based on the reasonable expectation that the applicant will be able to fulfil the objectives and achieve the standard required for the award for which they are registered.

The University is committed to widening access to and participation in HE by raising awareness and expectations in the pre-university community in order to increase the pool of qualified candidates who can benefit from the provision on offer.

No student will be subjected to less favourable treatment on grounds of race, ethnic or national origins, colour, gender, sexuality, parental status, marital status, disability status, creed, political belief or social or economic background.

Support for disabled students can be negotiated through the Disability Co-ordinator who works from the Disability & Dyslexia Service. Early contact is advisable to ensure appropriate levels of support from the outset of the student's course.

The University recognises the importance of the provision of accurate and appropriate pre-entry information and support to prospective students in order to ensure that all applicants are given every opportunity to choose courses in an informed manner and to be admitted to a suitable course.

### **Entry Requirements**

The University's standard minimum entry requirements apply: 4 GCSEs (Grade C or above) plus required UCAS tariff from minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. See [UW Admissions Policy](#) for other acceptable qualifications. The current requirements are published in the university prospectus and on the university website.

### **Admissions Procedures**

Full-time applicants apply through UCAS

### **Admissions/Selection Criteria**

The University of Worcester welcomes applications from candidates from all social and ethnic backgrounds and is committed to the promotion of equal opportunities for all.

Applicants with limited or no formal qualifications will be considered for Mature Student Entry Routes. Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a learning needs assessment.

All suitable applicants will be invited for interview. They will be expected to demonstrate some understanding of the skills, knowledge and attitudes required for work with vulnerable people. The interview will consist of group exercises and an individual interview.

Typically applicants will be able to evidence ability to support, offer guidance or provide care to others. Where applicants have limited or no prior experience their appreciation of the challenges encountered in health and social contexts will be tested at interview.

A satisfactory Disclosure and Barring Service (DBS) check and occupational health check will be required prior to commencement of the course.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for recognition of prior learning for the

purposes of entry or advanced standing is also available from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Induction**

The Induction week for BA (Hons) Applied Health & Social Science degree will introduce students to course requirements and the range of facilities and support available to enable students to meet course demands; information sharing about student services, library resources, use of computer facilities, timetabling and access to teaching staff will form part of the induction process.

## **19. Methods for Evaluating & Improving Quality & Standards of Teaching & Learning**

The course will be subjected to the University of Worcester Quality Assurance Processes. The quality of course learning and teaching will be monitored continually. Performance data will be collected through a number of mechanisms to provide evidence against prescribed quality standards.

### **Evaluation Mechanisms will include:**

- Annual review of the quality of the course (Annual Evaluation Reports – AER)
- External Examiner reports
- Each module provides opportunities for student evaluation
- Cross moderation of assessment
- Course Management Committee considers student feedback
- Module Moderating
- New staff mentoring system
- Academic Development and Practice Unit promote learning and teaching across the institution.
- Peer observation of teaching by staff
- Academic staff annual appraisal

### **Quality and Standards Committees:**

- Institute of Health and Society Quality Committee
- Course Management Committee
- Academic Standards and Quality Enhancement Committee
- Institute of Health and Society and University Ethics Committees

### **Mechanisms for gaining student feedback:**

- Module feedback questionnaires
- Feedback from Student Academic Representatives (StARs)
- Feedback from Practice Based Learning opportunities
- Meetings with module tutors and Academic Tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

## **20. Regulation of Assessment**

The course operates under the [University's Undergraduate Regulatory Framework](#)

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the course Module Guides.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements. Specific requirements are made clear to the students in their Module Guides.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the Module Guides.

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### **Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

## 21. Indicators of Quality Standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## 22. Graduate Destinations, Employability & Links with Employers

This course anticipates greater integration of health, social care and social welfare systems and is designed to prepare students for a constantly changing work environment. Employers increasingly require skilled competent staff to work flexibly, cope with uncertainty and yet maintain professional integrity and discipline; complexity, fragmentation and uncertainty require new operational forms to emerge.

A focus on Payment by Results, and multi-professional and multi-agency responses to issues in health and social care have informed the emerging context for this programme. In consultation with employers the course seeks to prepare students for future careers in a range of operational contexts as identified in the section Graduate Destinations below.

### Graduate Destinations

Graduates are expected to seek employment working in statutory, voluntary and commercial organisations, with a small number of enterprising graduates starting their own businesses. Examples of the types of paid employment across health, social care and social welfare contexts include:

- Care leaver services.
- Advice and guidance services
- Advocacy and rights based services
- Reintegration Work for offenders
- Preventative health, care and welfare services
- Housing support services
- Health care provision
- Social enterprise

On completion of the award further study can also be considered. The programme team offer a masters level qualification in Transformative Practice. Other masters level courses including a MA Social Work (which confers professional Social Worker status) and MSc Public Health are available. Students are encouraged to apply for masters level study but places are not guaranteed.

### **Student Employability**

Student employability remains a high priority which reflects both university aspirations and the vocationally focused nature of the course. The course will be constantly reviewed to ensure that it is fit for purpose and capable of equipping students to meet employment challenges.

Work based elements within the course combined with the participation of practitioners and practice managers within the delivery of taught modules help students locate their knowledge and skills within a practice context. This significantly enhances student employability and better prepares students for the workplace.

Conditions in practice are difficult but evidence suggests that students graduating from similar programme such as the BA (Hons) Youth and Community Work are competing favourably for employment and that a wider range of employers than ever before are recognising the contribution that effectively trained and knowledgeable practitioners can make to the achievement of their aims and goals.

Graduate employability will be tracked and monitored through Higher Education Statistics Agency data generated from the Destinations of Leavers from Higher Education survey.

### **Links to Employers**

A range of service providers support courses within the academic unit and this course builds on those relationships, in particular the relationship with employers that have existed throughout the life of the BA (Hons) Social Welfare which the BA (Hons) Applied Health & Social Science is designed to replace. Colleagues from the statutory, voluntary and independent sector have kept unit staff informed of the changing conditions in practice and this combined with research and feedback from students has resulted in the development of this course. We continue to consult widely and invest heavily in maintaining and building the work based learning infrastructure for the academic unit to ensure the best possible experience for all students. We also encourage students to seek out placement opportunities best suited to their future career aspirations.

Students and graduates of this course will benefit from the strong links to practice already established; experienced practitioners and service managers contribute to both taught aspects of the course and to a range of on-going quality assurance arrangements.

**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 the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).